



Ministry of Education and Youth



NATIONAL STANDARDS CURRICULUM

GRADES 7-9

Civics Education



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Civics Education Curriculum Guide
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NOT FOR SALE

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MESSAGE FROM THE MINISTER OF EDUCATION AND YOUTH



The foundation for a successful and balanced society includes appreciation for the rules that govern the relations we have with fellow citizens and our government. These rules set out the framework not just for our daily lives but also for the future of generations to come. If we cannot appreciate our roots and structure, Jamaica will lose her strength. The inclusion of Civics Education in the National Standards Curriculum is critical to this process.

Civics Education is the study of the theoretical, political and practical aspects of citizenship, as well as its rights and duties. Knowledge of the fundamentals of the subject empowers us to be well-informed, active citizens and gives us the opportunity to change the world around us. It is a vital part of any democracy, and will equip our citizens with familiarity of our democracy and constitution. National awareness is an important part of a child's development, and the teaching of Civics must again occupy its rightful pride of place in our schools. It is imperative that we teach our students about their history – where they are coming from and where they intend to go.

This government's education objectives have transcended standardized test results. We want students who are conscious of themselves, who know their place of dignity, of worth, who understand their rights and their obligations as citizens of Jamaica. We want to build students' education and awareness of the ways in which citizens can actively participate in Jamaica's diverse and inclusive society.

The main aim of incorporating Civics Education in the national curriculum is to develop and transform our young people into effective, responsible, good and informed people (those who know what happens within and outside the government) who are useful to their country. The goal is "to comprehend the pride and the dignity and the seriousness" of being Jamaican. Let us work towards building and conquering new frontiers in education. Jamaica's prosperity depends on synergies. No country can achieve growth without a well-educated and skilled population.

In teaching Civics, our educators would have to stress the importance of equality while working towards the common goal of living a socially harmonious life in Jamaica land we love. Civics Education as a positive force, will equip citizens

with the requisite knowledge about social responsibility and rights. It is what is done with this special knowledge that will truly establish the benefits of Civics Education.

The Honourable Fayval Williams, MP
Minister of Education and Youth

MESSAGE FROM THE PERMANENT SECRETARY



Civics Education has never been more critical to the education of our nation's young people. The introduction of this ground breaking national Civics Curriculum is both a response to this need, and a means by which the Ministry of Education and Youth is seeking to advance its agenda of foregrounding character development in school- aged children. With its focus on facilitating greater harmony; respect and care for self, others (in particular the vulnerable members of our society) and the environment, it is anticipated that overtime, this curriculum will have significant impact not only on how we perceive ourselves as Jamaican people, but how we live and operate as citizens.

The scope of the Civics Curriculum goes well beyond the traditional approach to Civics Education employed years ago. A deliberate effort has been made in the design of this Curriculum to align the targeted Civics competencies to the changing imperatives of Civics education in the 21st century. It reflects a radical shift from content-centred learning to more skills-based, attitudinal/ value-centered learning. The curriculum is underpinned by the best of Jamaican cultural forms and makes clear connections with community service and co-curricular programmes. It also makes references to the notable achievements of Jamaican icons in multiple disciplines. Ultimately, I believe we have a product that is vibrant, relevant, and in sync with our current societal needs.

The Civics Curriculum will be implemented in the context of a larger Culture in Education Programme which is not confined to the classroom. Its national outreach is designed to engage all Jamaicans in the process of creating the kind

of society in which we desire to live, and exemplifying the values and attitudes that will provide stable, meaningful experiences for our people. This approach will make implementation at the class level more relevant, while facilitating experiences that lead to a positive view of self as a Jamaican, and the emergence of Jamaicans who are equipped to contribute to nation-building and to global development.

Congratulations to all those who have contributed to making this Civics Curriculum a reality. I look forward to its successful and meaningful implementation.

Mrs Maureen Dwyer, BH (M), JP
Permanent Secretary (Acting)
Ministry of Education and Youth

MESSAGE FROM THE CHIEF EDUCATION OFFICER



Education is the means by which any society can re-create itself in future generations. Cognizant of this fact, Ministry of Education and Youth (MoEY) has positioned the National Standards Curriculum (NSC) as an important avenue through which the identity of future generations can be positively impacted. Given its very vibrant and broad-based nature, the NSC targets the holistic development of learners with a view to developing successful lifelong learners and confident and productive individuals who are deeply rooted in their culture, identity and citizenship.

In preparing the education system for the implementation of the NSC the MoEY continues to offer ongoing training/coaching support for all the relevant stakeholders involved in the implementation, including school administrators, teachers, parents and students. We are also committed to provisioning the system with the resources needed to ensure a successful implementation, particularly in the context of the inclusive and differentiated approaches endorsed by the NSC. We will continue to work with our partners in ensuring the resources available to schools are fully aligned to the content and philosophical underpinnings of the NSC. This is an exciting time for education in Jamaica.

As we advance the curriculum implementation process, we aim to provide all our learners with access to the best education possible. However, we recognize that meaningful and sustainable progress can only be realized

from the collaborative effort of all our stakeholders. So as we forge ahead with implementation we invite all our stakeholders to keep focused on our shared vision: “Every Child Can Learn; Every Child Must Learn”.

Capt. Kasan Troupe, Ed.D, JP
Chief Education Officer (Acting),
Ministry of Education and Youth

MESSAGE FROM THE DEPUTY CHIEF EDUCATION OFFICER



The National Standards Curriculum (NSC) rests on the belief that all learners are endowed with the capabilities, gifts and talents to fulfil their divine purpose. These attributes are to be further enhanced or improved in a nurturing, inspiring and inclusive environment; one that caters to the whole person (soul, spirit and body - spiritual, emotional, social, physical and mental). As learners assume their roles and responsibilities individually and as communities of learning in such an environment, they become critical-reflexive thinkers, creative problem solvers, effective communicators and natural collaborators.

A curriculum design of this nature, calls for transformative change at the societal level (Elkind, 2004)¹ and not just at the school and classroom levels. This is a call for all stakeholders, as users of the curriculum, to adopt a critical-reflective and reflexive stance and join learners in the quest for meaning, purpose and stability as they help to shape the world. By integrating principles from various disciplines and their related methodologies, learners who interact with the curriculum are provided with enriching experiences, opportunities for creative expressions and authentic exploration of problems from a classical standpoint as well as in the context of workplace learning. This is due to the fact that the NSC recognizes the importance of each discipline in the problem-solving process and in development.

¹ Elkind, D. (2004). The problem with constructivism. *The Educational Forum*, 68(4), 306–12.

Assessment as an element of the curriculum becomes primarily a learning process for charting progress through self-corrective measures that are informed by feedback from peers and teacher-facilitator. By providing assessment criteria statements in the curriculum, teachers are encouraged to facilitate learners functioning as self and peer assessors. This approach should see the learner developing self-direction with the support of mentors and coaches and forming an intrinsic desire to succeed. These attributes prepare them to face high stakes assessment as problems to be confronted with courage, a sense of readiness, insight and creative prowess.

These features of the NSC have the potential to influence learners' profile as Jamaicans who are gratified by an identity of cultural excellence that embodies moral obligations, intellectual rigour, innovativeness, environmental stewardship and productivity. The curriculum echoes the sentiments of our National Anthem, National Song and Pledge and serves as a rich and credible source of the values and virtues that are woven together to convey the Jamaican identity. I wish for our school administrators, teachers, students and other stakeholders much success as they work with the document.

Dr Clover Hamilton Flowers
Deputy Chief Education Officer (Acting),
Curriculum and Support Services,
Ministry of Education and Youth

MESSAGE FROM THE ASSISTANT CHIEF EDUCATION OFFICER



The Ministry of Education through its Core Curriculum Unit remains committed to providing the school system with curriculum documents which are relevant, broadly based and which promote the holistic development of all students. The introduction of the Civics Curriculum is a big step in advancing this agenda on clearly identified values and attitudes which should ultimately become embedded in our Jamaican citizenry.

The Civics Curriculum was developed around a diverse, yet culturally relevant set of content standards designed to enable all students at the Grades 4-9 levels to acquire and transfer the essential civics competencies necessary to function in today's global society. The learning is further expanded by students making connections to other transferable skills such as communication, collaboration, critical thinking and creativity; skills and attributes deemed critical for students to successfully assume their core life roles.

The Curriculum utilizes the Interdisciplinary approach which facilitates the integration of aspects of the Jamaican culture that promote well-being, and allows for connections to be made across disciplines. Through use of the JamWay Methodology, students will be engaged in high interest, standards-based, real-world experiences that promote holistic learning as they explore the following themes:

- Cultural Identity and Heritage
- Cultural Symbols, Rituals and Celebrations

- Human Rights, Civic Responsibilities and Cultural and National Stewardship

It is anticipated that teachers will maximise their use of these Curriculum Guides to develop exciting and inspiring lessons to promote the development of students' knowledge, attitudes, values and skills as part of the wider school curriculum.

Sadpha Bennett, B.Ed., EMEM
Assistant Chief Education Officer (Acting)
Curriculum Unit

GLOSSARY OF TERMS

TERMS	DEFINITIONS
About the Unit	Gives a brief overview of the content, skills that are covered in the unit and the methodologies that are used, as well as the attitudes to be developed.
Standards	Statements that explain what all students are expected to know, understand and be able to do in different content areas by the end of a course of study e.g. by the end of the period spanning grades 4 – 9.
Attainment Targets	An attainment target is a desired or expected level of performance at the end of a course of work, within a given/specified teaching-learning period. Attainment targets identify the knowledge, skills and understanding which students of different abilities and maturities are expected to have by the end of each Grade. It is the standard that we expect the majority of children to achieve by the end of the grade.
Learning Objectives	Learning objectives state what the student is expected to know, understand or be able to do as a result of the learning experience. The learning objective is usually framed in the areas of the knowledge, skills and attitudes that the students are expected to achieve. Learning objectives tell us what the children will learn or will be taught.
Suggested Teaching/Learning Activities	A teaching/learning activity is an organised doing of things towards achieving the stated objectives. They are suggested activities that are crafted in a way to be an efficient vehicle which can move the student between what is to be learnt (objective) and what the student is to become (outcome).
Key Skills	Key Skills indicate the important skills that students should develop during the course of a unit. They are aligned to the suggested teaching and learning activities in the unit which are intended to develop the skill to which it is aligned. Included in the key skills are the 21 st Century skills such as critical thinking and problem solving, collaboration, communication and ICT.

PHILOSOPHICAL STATEMENT

The Civics Curriculum is intended to meet the wholistic developmental needs of learners while it inspires teachers, parents and leaders to be the kind of citizens that preserve all that is valuable about Jamaica's culture and heritage. Civics Education helps to foster students' understanding of themselves as unique beings, each valued, valuable and indispensable to the development of Jamaica. The programme therefore focuses on the development of attributes of nationalism and patriotism, for a better understanding and appreciation of what it means to be Jamaican.

Civics Education is important, not only to educate students about the structure and functions of government, the significance of national symbols and emblems, their rights, responsibilities and duties as citizens, but is also about the importance of virtues such as tolerance, fairness, care and concern for others. The programme promotes a culture of respect and encourages students to see themselves as integral to the success of their school, their community and country. Through the nurturing of gifts and talents and the facilitation of a fun-based yet reflexive learning environment, it is expected that learners will adopt the values and virtues that are deemed "good citizenship."

Given that citizenship is developed, understood and applied within a specific cultural context, Civic Education must be transformational. To this end, Civics in the NSC seeks to:

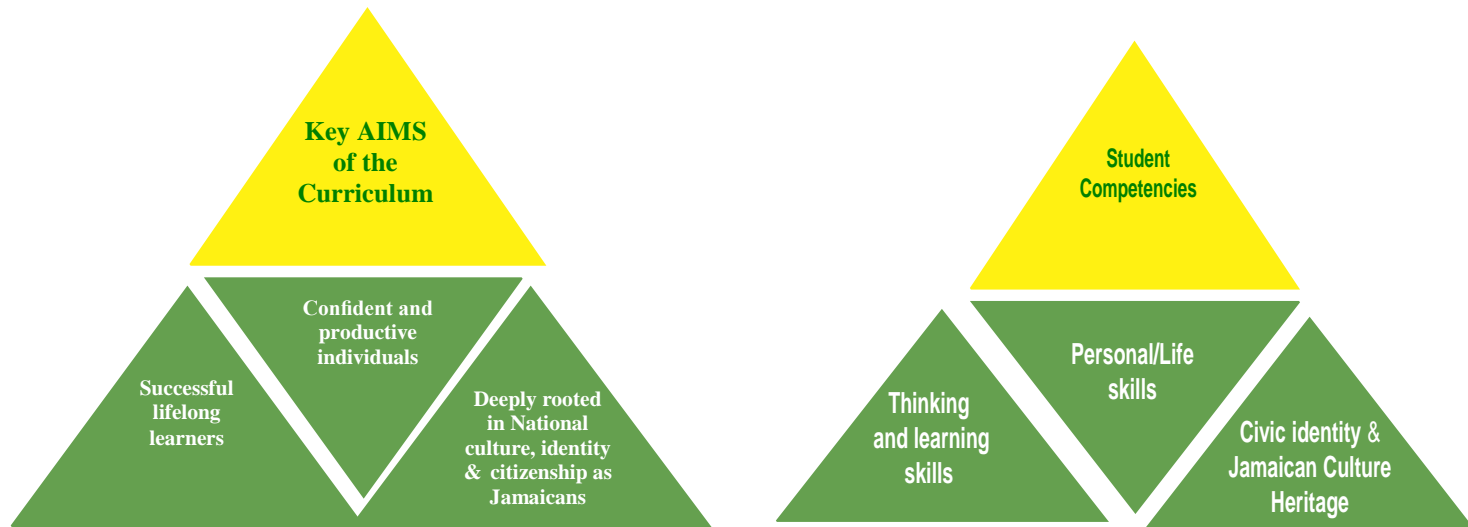
- a. Resonate with the personal empowerment needs of our young people. Through an inclusive approach to education, learners will be able to critically and creatively think about their experiences that are shaping their identity and the perspective(s) they have of Jamaica. They will also be able to make decisions about how they are contributing to Jamaica's profile locally and globally, how they can help to preserve all that is favourable and enable national development.
- b. Fulfil the imperatives of Civics Education in the 21st century in general, and in particular the agenda of a nation on a mission to promote the principles, processes and values that are essential for the preservation, improvement and sustainability of our society.

Learning opportunities are provided for students to assume core life roles and transfer competencies acquired from the experiences derived from various disciplines as they solve problems and contribute to the aesthetics of learning and living with others. The Civics Curriculum utilizes an interdisciplinary approach that facilitates the

understanding and appreciation of complex problems/issues or situations. This approach highlights the relevance and applicability of Civics Education in relation to other disciplines/subject areas, as students are given the opportunity to make connections with real world. Experiential learning is extended to practical application of principles through community service and volunteerism. In all contexts, values and virtues are regarded as boundaries for their practice as developing leaders and responsible learners.

THE KEY AIMS OF THE NATIONAL STANDARDS CURRICULUM

There are three key aims that underpin all learning in the curriculum and provide its purpose and direction.



AIMS OF THE CIVICS EDUCATION PROGRAMME

The aim of the Civics programme is to contribute to young Jamaicans understanding of themselves as individuals and members of groups endowed with God-given abilities, gifts and/or talents that are indispensable to national development. As Jamaicans, they should participate in the achievement of the National Vision for Jamaica as a “place of choice to live, work, raise families, and do business” (Vision 2030)². In the face of diverse hardships as well as great success, they should acknowledge spiritual virtues. Due to their special purpose, and as part of Jamaica’s heritage, they should develop the attributes that will make them desirable citizens.

CORE VALUES OF THE NATIONAL STANDARDS CURRICULUM

The main task of Civic Education is to foster the development of informed, effective, and responsible citizenry. Like the other subject areas of the NSC the Civics Curriculum fosters the development of values and skills that support the w/holistic development of young people. This curriculum promotes the development 21st Century Skills that will help young people effectively navigate a world that is in a constant state of economic, technological and social change. The acquisition of these values and skills will help to ensure that young people are well prepared for the challenges and opportunities they are encountering and will encounter as they journey into adulthood. They will be positioned as global citizens ready to work in jobs that have not yet been created, technologies that have not yet been developed and new challenges that have never been encountered.

² 2010 Planning Institute of Jamaica Vision 2030 Jamaica, National Development Plan

Core Values of the National Standards Curriculum



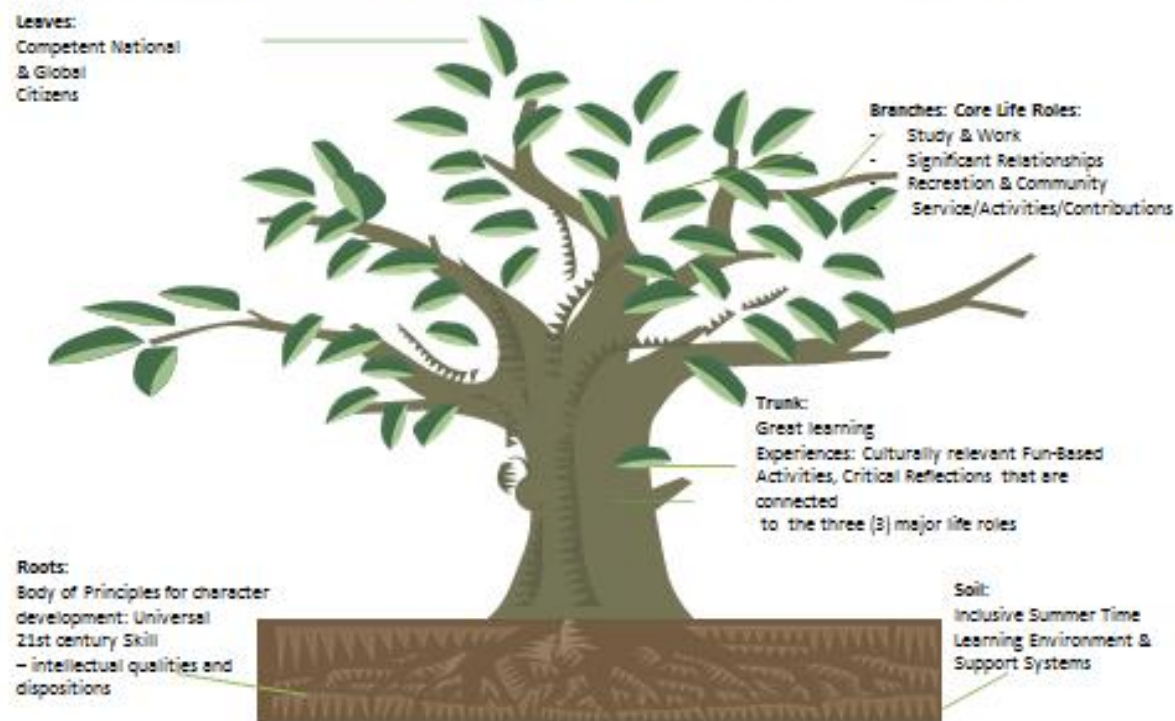
The Core Values of the NSC are further strengthened in this curriculum by highlighting the importance of Core Life Roles.

Three (3) Core Life Roles are emphasized in the curriculum :

- Study & Work
- Significant Relationships
- Recreation & Community Service/Activities/Contribution

The responsibilities associated with these roles are explored through the various themes and learning activities within the context of family, community, school and workplace. These contexts are experiences directly or through simulations as connection is made to other learning areas such as Resource and Technology through various projects, including STEM/STEAM related ones.

Exploring Major Core Life Roles



Exploration of Core Life Roles should inspire young people to achieve academic goals, acquire social and emotional wellbeing and make the effort to satisfy their career/occupational interests, while being mindful of the factors that enhance or hinder their progress. The world of work is dynamic, ever changing, and filled with

many opportunities; but most young people struggle to navigate their way through a career path that is fulfilling. Exploration of Core Life Roles is about helping them in the here-and-now, to develop a healthy sense of self and the competencies that will empower them to reach their full potential.

NATIONAL SYMBOLS & EMBLEMS

The National Anthem

By Rev. Hugh Sherlock, Hon. Robert Lightbourne, Mr. Eugene Mapletoft Poulle, Mrs. Christine Poulle

*Eternal Father bless our land
Guard us with Thy mighty Hand
Keep us free from evil powers,
Be our light through countless hours.
To our Leaders Great Defender,
Grant true wisdom from above.
Justice, Truth be ours forever,
Jamaica, Land we love
Jamaica, Jamaica, Jamaica land we love.
Teach us true respect for all,
Stir response to duty's call,
Strengthen us the weak to cherish,
Give us vision lest we perish.
Knowledge send us Heavenly Father,
Grant true wisdom from above.
Justice, Truth be ours forever,
Jamaica, Land we love.
Jamaica, Jamaica, Jamaica land we love.*

All persons should stand at attention at the playing of the National Anthem and men should remove their hats. Persons in uniform should salute.

Jamaica's National Pledge

before God and all mankind,
I pledge the love and loyalty of my heart,
the wisdom and courage of my mind,
the strength and vigour of my body,
in the service of my fellow citizens;
I promise to stand up for Justice,
Brotherhood and Peace,
to work diligently and creatively,
to think generously and honestly,
so that Jamaica may, under God,
increase in beauty, fellowship and prosperity,
and play her part in advancing the welfare of the whole human race

Note: This National Pledge is for use at the beginning and end of each school term, and on other special occasions.

National Song for Schools (Tune: 'I Vow to Thee My Country').

By Victor Stafford Reid.

I pledge my heart forever
To serve with humble pride
This shining homeland, ever
So long as earth abide.
I pledge my heart, this island
As God and faith shall live
My work, my strength, my love and
My loyalty to give.
O green isle of the Indies,
Jamaica, strong and free,
Our vows and loyal promises
O heartland, 'tis to Thee.

The Flag



The Flag came into use on August 6, 1962, Jamaica's Independence Day.

The Flag must be regarded as a sacred emblem of the Nation to be paid due reverence and devotion by all citizens.

The Coat of Arms



The national motto of Jamaica is represented on the Coat of Arms. The motto is 'Out of Many One People'; it is based on the population's multiracial roots.

The National Flower



Lignum Vitae (*Guaiacum officinale*)

Lignum Vitae is indigenous to Jamaica and was identified by Christopher Columbus.

The National Tree



Blue Mahoe (*Hibiscus elatus*)

This has been regarded as one of our primary economic timbers. It is currently much used for reforestation and is a valuable source of cabinet timber.

The National Fruit



Ackee (*Blighia sapida*)

Ackee was originally imported from West Africa in 1778 and was probably brought here in a slave ship.

The National Bird



Doctor Bird (*Trochilus polytmus*)

The “Doctor Bird” or Swallowtail Humming Bird lives only in Jamaica and is one of the most outstanding of the 320 species of Humming Birds.

Source: National Library of Jamaica, <https://nlj.gov.jm/jamaican-national-symbols/>

ATTAINMENT TARGETS AND STANDARDS FOR CIVICS

There are three (3) key Attainment Targets (AT) within Civics, with a total of three (3) themes. The Attainment Targets and Standards are explained below.

THEME: CULTURAL IDENTITY AND HERITAGE	THEME: CULTURAL SYMBOLS, RITUALS AND CELEBRATIONS	THEME: HUMAN RIGHTS, CIVIC RESPONSIBILITIES, CULTURAL AND NATIONAL STEWARDSHIP
<p>AT1: Demonstrate an understanding and appreciation of self, heritage and culture and how these contribute to a positive self- image and respectful interaction with others.</p>	<p>AT2: Understand the significance of, and show respect for symbols, rituals and celebrations</p>	<p>AT3: Demonstrate an understanding and awareness of their rights and responsibilities as citizens, and through this awareness, participate in effective leadership and governance and interact with the environment in a sustainable manner.</p>
<p>Standard: Students will develop an understanding of physical, social and emotional self, what it means to be Jamaican and how these contribute to the development of a positive self-image. They should also show an understanding of their racial, familial, historical and cultural roots and appreciate how these affect their family, community and nation.</p>	<p>Standard: Students will understand the significance of symbols and rituals used by the nation, social groups and institutions and demonstrate respect for these through appropriate responses. They should also understand the importance and relevance of celebrations, how they have evolved and the need for continuity.</p>	<p>Standard: Students will understand their rights and demonstrate responsible behaviours in keeping with these rights. They should also recognise and act appropriately when rights are violated. They should develop and use appropriate leadership and governance practices to achieve common goals for the benefit of all. In addition, students should demonstrate sustainable environmental practices that will ensure that the Jamaican way of life is preserved. They will demonstrate empathy, act appropriately and show resilience in times of crisis.</p>

OVERVIEW OF THE CIVICS EDUCATION PROGRAMME

This programme is designed to provide experience and active learning opportunities that help our young people to grow confidently and think critically, in order to improve the nature of their interactions and to enhance their social and emotional competencies. Additionally, it is envisaged that our students will be able to manifest the confidence in themselves and their abilities; demonstrate certainty in their sense of belonging to and caring for Jamaica; believing in its future and their role in it as patriotic citizens who are empowered by the culture of excellence their nation exemplifies.

Understanding Civics

Placed in context, Civics is one aspect of Political Science. It is concerned with understanding how government works, the way political systems are structured, the relationship between these structures and the way they provide the context within which the rights and responsibilities of citizenship are understood.

Given that citizenship is developed, understood and applied within a specific cultural context, Ministry of Education and Youth is embarking on a programme of Civic Education that is transformational in three critical aspects:

- Firstly, it is not bound by a dictionary definition. Rather, it is a concept defined within the context of the personal empowerment needs of Jamaicans, particularly the youth at this time.
- Secondly, there is the examination of how the traditional definition of Civics needs to be adjusted to accord with the changing imperatives of Civic Education in the twenty-first century in general and, in particular, with the agenda of a country on a mission, following political independence in 1962.

- Thirdly, consideration is given to historical applications of the concept of citizenship that were exclusionary, such as the right to vote being linked to ownership of property, the acceptance or rejection of dual citizenship and the protection of the human rights of all citizens.

The new thrust of the Ministry of Education and Youth will therefore see the Civics programme as process education that facilitates how we become, live and operate as citizens. It focuses on the process by which we come to an understanding of ourselves, as human beings, as a collective occupying a given geographical space, and of the need to include everyone in an appreciation of certain core values. This will facilitate greater harmony, care and respect for each other, the land that we are blessed to occupy, and the institutions that protect collective welfare.

An important component of this programme is how we understand our rights, how we exercise those rights, and how we are motivated to take responsibility for everything that happens around us, through us and because of us.

The programme is not confined to the classroom. Its national outreach is designed to embrace all Jamaicans in the process of creating the kind of society and exemplifying the values that will provide the daily experiences for our young people. This approach will make the classroom component meaningful and relevant, facilitate experiences that lead to a positive view of self as a Jamaican, and motivate the youth to want to contribute to nation-building.

THE PRINCIPLES OF THE PROGRAMME

The Programme must:

- Be firmly established and facilitated in the context of the Jamaican culture and heritage that promote well-being.
- Be participatory – that is, facilitate the contribution of each student to the achievement of the learning outcomes.
- Be experiential – that is, value the experience that the student brings to the class and use that experience as the transitioning blocks for new information and the springboard for reflection.
- Engage students as co-creators of their education, providing opportunities for students to be engaged in activities through which they may experience and apply the knowledge, skills and attitudes learnt.
- Reflect the principle of equity - that is, all students should be able to access and participate in all the activities of the programme using their unique skills, talents and interests as they assume core life roles.
- Reflect an awareness of the gender-related concerns affecting students.
- Sensitize students to the role and functions of the UN Human Rights in their daily living.
- Reflect the ideals of democracy for all students.

NOTES TO THE TEACHER

The NSC Framework document outlines the rationale and philosophy of this new Civics programme at this time in our history. It will be useful as a reference guide for the ways in which this programme builds on the traditional understanding of Civics in scope, content and methodology.

The curriculum guide will help teacher shape and define what the student already knows and brings to the learning situation as experiences, mind- sets, and dispositions (cultural, emotional etc.). Teachers are invited to build on the foundation that it sets with their knowledge, experience and expertise.

Assessment criteria should include evidence of self-correction by students. It is recommended that teachers become familiar with the various sections including the appendices of the framework and teaching guides.

On-going reflection as practitioners is necessary so that teachers function as stewards of the kinds of disposition expected. Self-correction should be encouraged as a part of the reflective process. .

STRUCTURE OF THE PROGRAMME

The Three Levels

There are three levels of the programme- Early Childhood, Primary and Secondary- each level corresponds to one level of the education system. The three levels are linked and reflect complexity of the concept of raising Jamaicans to regard themselves as possibility thinkers. Each level has its own theme song that summarises and reflects the main philosophy, skills and attitudes intended for that level. Transition from one level to the next is akin to rites of passage that prepare an individual for growing into a new phase of their humanity.

Level	Grades	Themes	Theme Songs
Early Childhood 2(Pre-primary)	Grades 1-3	Awakening Social Awareness	I am a Promise
Primary	Grades 4-6	Awakening Social Conscientiousness	You Can Get It (If You Really Want) – James “Jimmy Cliff” Chambers, OM.
Secondary	Grades 7-9 Grades 11-13	Awakening Social Responsibility	Book of Rules – The Heptones

OVERVIEW OF THE PROGRAMME CONTENT

Thematic Approach

The teaching and learning activities for each level are themed for each term. One set of themes, links into and supports the themes in the following term.

The themes are:

- **Cultural Identity and Heritage**
- **Cultural Symbols, Rituals and Celebrations**
- **Human Rights, Civic Responsibilities and Cultural and National Stewardship**

Each theme will be explored at the individual, community and national levels. The topics to be covered within the themes for each term are designed to culminate in, and support, a major national activity occurring in the life of the nation or the school during that term.

The activities of **Term 1** will trend towards the celebration of National Heritage Week in October and support activities in November that focus on Parenting Month and Youth and Community Month. Other important events with a Special Education focus such as the Winter Olympics should also serve as contexts for learning.

In **Term 2**, the topics will be centred on the celebration of Jamaica Day and Reggae Month in February. Some topics and activities will be in support of the sporting events that happen in schools, and culminate in national sporting events such as the ISSA Boys and Girls Championships, JTA Primary School Championship, In-Sports Primary School Championship and Jamaica Independent School Championship.

In **Term 3**, the activities and topics will trend towards Child Month in May and will affirm the Rights of the Child within the context of the Rights and Responsibilities of the Jamaican citizen. Consideration should also be given to Special Olympics and Paralympics as contexts for the rights and responsibilities of citizens to be observed. The element of EXTENDED LEARNING may be appropriately used for the purpose of application and reflection on the practices of various stakeholder groups.

It is further intended that in every class and every activity, the teachers will highlight and provide authentic opportunities for the application of concepts of citizenship and nation building related to, and emanating from the topics in that theme. Concepts often overlap and more than one may emerge in any one lesson or activity, for example, respect, order and orderliness, teamwork and group cohesion.

Highlighting Philosophers such as National Hero, The Right Excellent Marcus Garvey

The placement of philosophers, such as National Hero, The Right Excellent Marcus Garvey, within the context of the new Civics programme is designed to help students to understand themselves in the story of how well-known philosophers rose from amongst the economically disadvantaged, the politically disenfranchised and racially marginalized, to impact brand Jamaica by joining the most noted philosophers influencing world leaders and the global artistic community. This is one way to establish the link between positive identity, academic excellence and productivity, which anchors students in their possibilities.

Therefore, for selected themes, a relevant quotation from a renowned philosopher is used and becomes part of the text for that theme. The quote is to be used in the development of the lessons and activities exploring that topic. In this context, the teachings of Garvey and other philosophers build on the approach of the Grades 7-9 Social Studies component of the NSC and supports the Citizenship and Culture in Education Programme.

Our other National Heroes are treated as well, in designated eras/epochs, based on the roles they played in their contribution to national development.

Using the Case Studies Approach

This new Civics programme incorporates the use of Case Studies, which investigate contemporary Jamaican phenomena. There are three (3) main types of Case Studies, namely: Exploratory, Explanatory and Descriptive. The Case Study approach allows students to gain factual information while facilitating independent learning and reflection.

Essential Elements of the Approach

- Civics lessons, though related to Social Studies, are neither duplications nor substitutions for Social Studies.
- Civics lessons must be taught in dedicated and designated time slots on the timetable for at least thirty (30) minutes each week for Early Childhood; up to forty-five (45) minutes weekly at Primary Schools; and at least one (1) hour each week at the Secondary level.
- Culturally relevant methodology, in which the creative and art forms function as drivers for the content, while providing experiences for students must be utilized. This emphasis has led to a description of an approach referred to as the 'JamWay' methodology. The 'JamWay' Methodology seeks to transfer the relationships - the environment, the attention, the enjoyment, the care and support from Summer School into the regular classroom. It also seeks to make the classroom an experience of wonderment, curiosity and enjoyment of learning.
- The themes and/or core values of the Citizenship and Culture in Education Programme must be subsumed and highlighted in relevant activities in the Civics lessons, and not taught as a separate subject.
- Selected themes must be driven by a relevant quote from well-known philosophers and persons who have had national and/or international influence, for example, Marcus Garvey, Bob Marley and King Solomon. Recommended quotes are included the Teaching Guides.
- National Emblems/Symbols that are included in a Unit, are to be given prominence using strategies that convey their significance and an understanding of their link to the themes, core values and core life roles.
- Each lesson must place emphasis on at least one specific core value and major life role in ways that are developmentally appropriate.
- The Civics Programme must be included in the School Improvement Plan as one of the means by which a positive school culture is to be created and sustained. This means that plans to improve the school should take into consideration the socio-cultural aspect of school life.

JAMWAY METHODOLOGY

The JAMWAY methodology is a culture-centred set of principles and teaching/ learning strategies, which puts at the forefront students' interests, skills, abilities and knowledge. It has its philosophical underpinnings in a combination of learner- centred theories/ principles drawn from various versions of Constructivism (Taylor, 2015 and Bruner, 1996), Socioculturalism (Vygotsky, 1978 & 1986) and the Theory of Aesthetic Learning Experiences (Uhrmacher, 2009).

The methodology is derived from an assessment of the following:

1. **Findlayson and Diggiss (2006) Festival in the Workplace:** “Festival in the Workplace (FITW) is a transformation process that stimulates people to become their most creative, productive and passionate selves. FITW is based on lessons from festivals and the arts and the process serves as a catalyst for the development of a new organizational culture that ignites the creative spirit and passion for personal and organizational excellence. In such a culture, people experience joy, meaning and fulfilment.
2. **Uhrmacher (2009) Theory of Aesthetic Learning Experiences:** The theory demonstrates how opportunities may be provided for students to have aesthetically engaged learning experiences. Uhrmacher (2009) draws on John Dewey's ideas from *Art as Experience* as a framework and posits six themes that teachers can utilize to help students attain engaged learning experiences. These include connections, active engagement and sensory experience. The benefits of providing aesthetic learning experiences include student satisfaction, an increase in perceptual knowledge, episodic memory retention, meaning making, and creativity and innovation.
3. **Sounoglou & Michalopoulou (2017) - Student-centred and Inquiry-based Learning:** Although the writers have not branded their approach in this way, their work is based upon it. Through this methodology,

early learners (Pre-K to Grade 3) are encouraged to wonder at the world, to explore it, enjoy it and learn through play, negotiation, problem-solving and experimentation. Sounoglou & Michalopoulou (2017) note that through the interactions of young children with their peers, they will begin to learn citizenship through “concrete and practical acts that serve the everyday life of the school and the wider beyond the school.” (p. 56)

4. Data available in the MOEY relating to the vastly improved performance of Grade 4 students after their summer school experience.

The JAMWAY methodology aims to:

- Transfer the relationships, the environment, the attention, the enjoyment, the care and support from summer school into the learning environment/ classroom.
- Make the classroom an experience of wonderment, curiosity and enjoyment of learning.
- Honour the aesthetic cultural forms of music, storytelling, play, artistic expressions etc., as the centrepiece of the methodology.
- Promote inclusion of the wealth of information and knowledge in the lived experiences of our senior citizens in the community especially those who function as guardian and caregivers of our students.
- Encourage both the teacher and students to enrich the learning environment by having the confidence to infuse it with that which excites their interest and utilizes their talents outside of the classroom.
- Promote an interdisciplinary approach to learning and teaching through STEAM and other integrative teaching strategies in an inclusive manner.

In short, the JamWay methodology is a practical demonstration of a curriculum that is driven by the arts and a manifestation of culture being the context, content and methodology for teaching and learning. Additionally, the JamWay methodology incorporates teaching/learning strategies which are intermittently used as remedial strategies. In this context, these are validated and proposed as core strategies.

The methodology also employs:

1. **Process-based learning** - It focuses on the “why” and “how” of what fuels curiosity and fosters research skills and the internalization of values through action
2. **Collaborative and Co-operative learning** - It supports learning with others as a community or team. By sharing common values, intellectual abilities and the purpose for working together, the development of teamwork and critical thinking skills are fostered. They will also learn how to negotiate and operate according to established structures and rules/ regulations.
3. **Reflective and Reflexive Thinking** - It allows for the engagement of students in introspective activities to examine their approach to problems and their beliefs and behaviours based on core values or expected code of conduct/engagement. This is to sustain appropriate practices and to provide support for changing unacceptable ones.
4. **A whole- school approach** - It requires everyone to play a role in the development of the whole child whenever and wherever they encounter the child (at or away from the physical school context).
5. **Experiential learning** - It seeks to ensure internalization of the competencies that nurture the spirit and become the foundation for life-long learning
6. **Active and high level of participation**- Students are encouraged to question issues, values and content, building knowledge and understanding in a truly constructivist way.
7. **STEM/STEAM Integration**: The principles of the scientific method integrated with those of Mathematics, Engineering Design and Technology are used to develop **innovative behaviours and 21st Century skills (problem solving, critical thinking, collaboration and communication)**. The Art forms are relied on so that learners can make use of a wide array of modalities to interpret problems, represent and communicate their ideas and experiences and select solutions that they will explore.
8. **Portoflio design and development** - This serves as authentic evidence of claims regarding the learning process, learner's roles and responsibilities, learning progress and outcomes. This also complements measures taken to verify student's development based on requirements of the National School Leaving Certificate (**NSLC**).

The methodology incorporates several other interactive teaching and learning approaches/strategies, these include but are not limited to:

- **Storytelling**
- **Music**
- **Games**
- **Musical Signing/Finger Play**
- **Riddles**
- **Movie Making**
- **Field Trips (physical/virtual)**

In any one class, you may use any combination of the strategies outlined. You may find, however, that your students have a preference for that one strategy that provides the rhythm and anticipation that are good foundations of sustaining interest and guaranteeing learning. For example, your classes could be designed around the idea of a radio talk show, television game show, a fashion show, a sing-off or storytelling moments, centred around the given themes, panel discussions, presentations by senior citizens on your community. The possibilities are endless, provided that the objective of making learning enjoyable is met. This means that our classes are conducted in such a way that: *“We move beyond a mere intellectual understanding of the subject matter into a realm of spiritual and emotional appreciation so that the satisfaction of the learning experience is long-lasting because of its impact on the sub-conscious.”* (Salmon, 2017)

Throughout the year, and certainly by the end of each level, the students should be **“Jamming”**; as their learning environment would have been infused with experiences that excite, appeal to their interest and allow them to utilize their talents. Attention is given to:

- 'Jamaicanness'- personal heritage and cultural context
- Awareness of cultural rituals, systems, processes, human rights and civic responsibilities
- Meaning of Civic Awareness , Civic Virtues and their connection to other virtues
- Understanding of society and some influences from around the world.
- Transferring of competencies and prior learning opportunities

- Value Manifestations - behaviours and attitudes
- Interactions - citizenship and sense of community
- Patriotism and nationalism in relation to cultural heritage of Jamaica
- Philosophical context - Garvey and others

These will serve to equip the student with a solid foundation for inquiry and progress towards defining their own paths in today's Jamaica.

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Grade Seven

OVERVIEW OF THE SUBJECT CONTENT FOR GRADE 7

<p>Using Sturge Town as a Case Study of the free village concept, the students will develop an understanding of how new cultural situations impact on the perception of self, and the capacity to contribute to the larger group. Additionally, the students will learn to maintain their personal uniqueness to value and celebrate self.</p>	<p>An appreciation of the role of civic rituals and cultural symbols in generating the reputation of any school as an Institution.</p>	<p>Exploration of the issues of Human Rights and Civic Responsibilities as an important part of the process of integration.</p>
<p>UNIT 1: KEEPING SELF, CHANGING CONTEXT 5 weeks</p>	<p>UNIT 1: CELEBRATE ME, CELEBRATE MY SCHOOL 6 weeks</p>	<p>UNIT 1: GET UP, STAND UP! 5 weeks</p>
<ul style="list-style-type: none"> • Personal uniqueness and the celebration of self- Moral and ethical Spiritual Emotional Intellectual Social Creative Changing context Cultural diversity Cultural changes Migration Social interaction 	<ul style="list-style-type: none"> • Celebrate me • School symbols and rituals • Identify and list school symbols: motto, song crest/badge/tie, uniform colours, flag • Meaning of the symbols as a display of school's identity and history • The correct and appropriate use of schools' symbols and 	<ul style="list-style-type: none"> • The violation of the human rights of the enslaved Africans • How this violation limited the areas and situations over which they could exercise responsibility • Effect of slave activities to free themselves • The bid for freedom: from the eyes of the enslaved • The restoration of Human

		<ul style="list-style-type: none"> related rituals Ways in which school symbols can influence self-esteem and school ethos CASE STUDY: THE ISSA BOYS AND GIRLS CHAMPIONSHIP 	<ul style="list-style-type: none"> Rights with Emancipation with specific reference to land Entitlement to Human Rights Interrelationship between Human Rights and Civic Responsibilities Violation of Human Rights in a historical and contemporary context CASE STUDY: THE RIGHT EXCELLENT SAMUEL SHARPE
UNIT 2: VALUING HERITAGE, YOURS AND MINE 4 weeks		UNIT 2: HONOURING THE NAME THAT I BEAR 5 weeks	UNIT 2: WAKE UP AND LIVE 3 weeks
	<ul style="list-style-type: none"> Building society through self-reliance, independence, and cooperation using a Free Village as a Case Study Groups e.g. burial schemes, friendly societies, benevolent societies emerged in the free villages The cultural and social aspects of a particular village that can be applied to their home and school community 	<ul style="list-style-type: none"> Significance of school's name The contribution of the school in the context of Jamaican history: ways in which the school has contributed to the community /country Ways in which the school commemorates events in its past How can I honour the name and reputation of my school? Symbols, Rituals and Reputation Honouring the school's 	<ul style="list-style-type: none"> Responsibilities assumed by leaders of the Emancipation process How has Emancipation affected our Human Rights? – An Assessment CASE STUDY: THE RIGHT EXCELLENT PAUL BOGLE and THE RIGHT EXCELLENT GEORGE WILLIAM GORDON and their work Post Emancipation- Human Rights and Civic Responsibilities – operation within groups Protecting your Human

	<p>Concept of cultural continuity</p> <ul style="list-style-type: none"> • Main attributes/ characteristics of a free village as they relate to the preservation of its own identity • Other ethnic groups within the students' communities • Different aspects /unique features of various ethnic groups/ cultures: Chinese-Christmas celebrations, Indian-Diwali, etc. • Ways in which different groups have influenced the lifestyle and character of their own community • Valuing diversity • Impact of interaction and cohesion among the ethnic groups • CASE STUDY: STURGE TOWN 	<p>name Outline of school history Vision/ mission Achievements School rules Past students' involvement Annual activities Safeguarding school's reputation</p> <ul style="list-style-type: none"> • The responsibility of honouring tradition and reputation through personal conduct and contribution • Linkages: helping to maintain positive reputation of an institution and good responsible citizenship • Influences on the way school is perceived by the community 	<p>Rights – your responsibility</p> <ul style="list-style-type: none"> • Civic responsibility for a common cause • Collective civic responsibilities and the protection of Human Rights
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GRADE 7, TERM 1 UNIT 1

ABOUT THE UNIT

In this Unit, students will develop an understanding of how new situations impact the perception of self, and the capacity to maintain personal integrity while contributing positively to a new, larger group. This Unit is less about teaching students about the history of Free Villages in Jamaica, and more about looking at how the former enslaved Africans, the peasants, established and maintained their identity in the face of challenges, and within the changing social and economic context of the post-emancipation era.

THEME: Cultural Identity and Heritage

CORE VALUES: Self-reliance, hard work, resilience, resourcefulness, interdependence.

THE NATIONAL SYMBOLS: The National Pledge

QUOTE: "Action, self-reliance, the vision of self and the future have been the only means by which the oppressed have seen and realized the light of their own freedom." Rt. Excellent Marcus Garvey.

POSSIBLE INTERPRETATION: Regardless of ones' circumstances, one can achieve self-actualization through "taking action".

SONGS: "I Can" by Chronixx,
"I Know Who I am" by Sinach
"Born to Win" by Alaine

UNITS OF WORK GRADE 7 TERM 1 UNIT 1 (4 weeks)

Prior Learning
 Check that students can:

- Explain the meaning of: enslavement, emancipation.
- Explain what is culture.
- Create blogs and e- journals.
- Work in teams.

Unit Title: Keeping Self, Changing Context	
<p>Attainment Target 1: Demonstrate an understanding and appreciation of self, heritage, culture and how these contribute to one's positive self-image and respectful interaction with others.</p> <p>Theme: Cultural Identity and Heritage.</p> <p>Sub-Theme: Personal Identity.</p>	<p>Objectives: By the end of the unit, students should be able to:</p> <ul style="list-style-type: none"> • Define the key terms and concepts: morals, values, peasant, peasantry, personal integrity, personal identity, Free Village, cultural continuity/ retention, cultural erasure, interdependence, self-reliance. • Name at least three Free Villages in Jamaica. • List the qualities of the West Africans who contributed to the development of 'Free Villages' in Jamaica. • Creatively express an understanding of the moral, spiritual, intellectual, creative and social self. • Discuss how change affects
<p>ICT Attainment Target(s)</p> <ul style="list-style-type: none"> 🖥️ COMMUNICATION AND COLLABORATION - Use technology to communicate ideas, information and understandings for a variety of purposes. 🖥️ DESIGNING AND PRODUCING – Use technology to design and produce multimedia presentations to demonstrate their creative thinking. 🖥️ DIGITAL CITIZENSHIP – Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour. 	

	<p>thoughts, feelings and emotions.</p> <ul style="list-style-type: none"> • Examine their physical and emotional needs and describe how these are met through participation and completion of assigned tasks. • Discuss how interactions with others affect perception of self. • Examine ways in which residents of Free Villages have maintained their identity in spite of changes in society. • Apply lessons learnt from how residents of Free Villages have maintained their own identity. • Display confidence in their abilities to remain true to their positive self-image. • Demonstrate resourcefulness, resilience and hard work. • Respond appropriately in different social situations. 	
Suggested Teaching and Learning Activities	Key Skills /Values	Assessment Criteria
<p>Students will:</p> <ul style="list-style-type: none"> • Discuss the Garvey quote using the Think-Pair-Share strategy and say how individual actions can change any situation within which they may find themselves. Each pair will discuss and develop their own meaning of the terms and phrases- “actions, self-reliance, vision of self and light of their own freedom”. Each pair will 	<p>Express ideas Work collaboratively Hard work Set goals Adaptability</p>	<p>Explanation or demonstration clearly shows how individuals adapt or do not adapt to changing situations and the consequences of their actions.</p>

then demonstrate how personal actions and perception of self, result in positive or negative consequences in varying contexts and the implications for any relationship of their choice.

- Recite the National Pledge and assess its relationship to (a) the quote (b) expected behaviours in assuming core life roles (work, significant relationships, recreation.
- Create a table of life roles and categorize their various needs under each heading. Discuss the importance of the given core values/virtues in meeting their needs.

Study and Work	Significant Relationship	Recreation and Community Service/Activities
Education	Family friendships	Sleep Play

Making associations

Classify information
Developing self-awareness
Valuing oneself
Tolerating differences

National Pledge accurately recited; At least two connections made between the Garvey quote and the National Pledge. Positive behaviours indicated for each core life role

Needs and wants are categorized appropriately under each life role and personal experiences used to justify their choices.

<ul style="list-style-type: none"> • List their physical, social, spiritual, emotional/psychological needs. They will answer the question “How are my needs satisfied?” Students may use pictures, drawings, songs, poems or prose to identify their needs and how they can be satisfied. • Create improvisations to show how interaction with significant others e.g. parents, teachers, siblings, mentors, classmates can affect their perception of self. Then critique each other’s presentation for how evident was the perception of self. • Draw a Mind Map with a picture or symbol to represent self in the centre. Students will then use arrows extended from the centre to talk about themselves. Extensions should include ‘streets’/ ‘paths’ labelled - My Strengths, Areas of Difficulty, Subjects I Love, Subjects I Avoid, How I Learn, Core Life Roles 	<p>Reflect on self Use creative art form Self-awareness</p> <p>Create improvisations Critique presentations Reflect on self Self -awareness</p> <p>Use graphic organizer Self -reflection Self- awareness</p>	<p>Responses to questions indicate an adequate level of reflection and self-awareness.</p> <p>Role-play satisfactorily demonstrates how interaction with others can result in positive or negative perception of self.</p> <p>Graphic organizer effectively depicts a high level of self- awareness.</p>
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<ul style="list-style-type: none"> • Work collaboratively in groups to respond to a moral dilemma. The moral dilemma may be related to stealing, cheating, lying, or other criminal/unethical activities. The response may take any creative form of expression, for example, a skit that shows the consequences of the choices made in each moral dilemma presented. Students will then discuss the positions they take and state the reasons. Students will make a journal entry about the moral dilemma and their personal stance. 	<p>Respecting self Creating Work collaboratively Self-awareness</p>	<p>Journal entry must state one moral dilemma and indicate how it will be resolved and possible outcomes.</p>
<ul style="list-style-type: none"> • Be placed in groups and given an area of focus from the following list: <ul style="list-style-type: none"> - The history of a free village and how the community has changed overtime. - Analysing relationships among community members - How the community has preserved its cultural heritage in the face of change <p>In groups, create a questionnaire they would use to gather data about their area of focus. Conduct an interview with resource person/s via WhatsApp call or face- to- face via field trip. Data will be collated and presented to the class in a creative way (e.g., Power Point; dramatic</p> 	<p>Research information Conduct interview Make journal entries Develop moral standards Work collaboratively Decision-making</p>	<p>Journal entry should include students' own thoughts about how members of the Free Village have maintained their cultural heritage in a changing Jamaica.</p>

<p>presentations, story, etc.). Write in their journals what they have learnt about how some people maintain their identity and the life roles in which they have operated.</p> <ul style="list-style-type: none"> • Use a diagram to show the goals the peasants (freed Africans) had and how these were achieved. Add to the diagram, one goal they want to achieve and identify steps to take in achieving this goal. Determine if they need help in achieving the goal and from whom. Listen to the song “No Man Is an Island” by Dennis Brown and use the lyrics to discuss the concept of inter-dependence. • Discuss the questions, “Are we fulfilling the dreams and aspirations of our ancestors?” and “What are our dreams and aspirations for ourselves and Jamaica?” • Examine their own lives to see what aspects of the culture of their home, 	<p>Setting goals Self-monitoring Collaboration</p> <p>Discussing Cooperating Tolerance Interdependence Unity</p> <p>Reflecting Valuing ones' heritage</p>	<p>Diagram should highlight the students' goals and steps in achieving it.</p> <p>Discussions should portray one changed aspect of their culture and the impact it has on the individual, in addition to the response it generated among others.</p> <p>At least one aspect of culture and its impact on</p>
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<p>school, community or country have changed and how it has affected them. Discuss the impact on self and determine whether it is positive or negative and how they will respond to the change. Make presentations using a variety of creative ways.</p>	<p>Discussing Creating Respect for self and for the opinions of their classmates</p>	<p>their lives identified.</p>
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<p>Learning Outcomes Students will be able to:</p> <ul style="list-style-type: none"> • Display an awareness of social, moral, spiritual and intellectual self. • Use appropriate means to fulfil physical and emotional needs. • Interact with others in positive ways and display a positive self-image. • State the significance of Free Villages. • Describe how the lives of Africans in Jamaica changed after Emancipation. • Respond positively to changes in social and economic conditions. • Maintain personal integrity and positive identity in a changing society. • Write reflections in journals to indicate changes in values, attitudes and behaviour. • Capture images and create multi-media presentations.
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Points to Note	Extended Learning
<ul style="list-style-type: none"> • Validate the attributes that students identify in themselves. • Help students to understand change as a process rather than as a fixed idea. • Students should pull on some personal experiences to defend their classification of their needs/wants. • Collaborate with other subject areas in planning a field trip. • Teacher should ensure that students understand the concept of “multi-media.” 	<ul style="list-style-type: none"> • Conduct a survey among peers and past students, to assess the changes in the school culture, and how people respond to them. Students will share their findings with the class. • Interview at least two (2) adult members of the school community who are not teachers to find out the positive attitudes/values that help them in times

<ul style="list-style-type: none"> • Students may also substitute and incorporate still images and mount photographic displays as part of their multi-media presentations. • Teacher should facilitate the class in establishing protocols for the use of these images and all other material captured during the course of teaching and learning activities. • Teacher should facilitate personal reflection and introspection as critical to this unit on Personal Identity. • Teacher should guide students to access relevant support where applicable. • The students have been exposed to the enslavement and emancipation of Africans in Jamaica. The focus of this unit should be aimed at the social development of the students and their capacity to contribute positively to nation-building. 	<p>of challenges. Students will share findings and lessons learned.</p>
<p>Resources: Garvey Quote Songs: “No Man is an Island.” “I Can” and “Redemption Song.” Computer, internet access, multi-media equipment and other digital devices, survey instrument, prepared notes/handouts. Case Study or Field Trip. https://www.youtube.com/watch?v=60bgTRnoCWY https://www.youtube.com/watch?v=pG-QxB6yuC0 https://www.youtube.com/watch?v=Wlmkf0V7u-4</p>	<p>Key Vocabulary: Morals, values, peasant, peasantry, personal integrity, personal identity, Free Village, cultural continuity, interdependence, self-reliance.</p>

Links to other subjects: Social Studies, History, Music, Language and Literacy, Visual Arts, Health and Family Life Education, Religious Education, ICT in Education. etc.	

GRADE 7, TERM 1, UNIT 2

ABOUT THE UNIT

In this Unit, using one of the following as an example of a Free Village: Sturge Town, Maidstone and Sligoville, the students will develop an understanding of how cultural situations impact on the perception of self, and the capacity to maintain personal integrity while contributing positively to the new, larger group.

THEME: Cultural Identity and Heritage.

CORE VALUES: Courage, self-reliance, respect, tolerance, independence, cooperation, benevolence, personal independence, interdependence, self-reliance, independence, cooperation, responsibility, solidarity, group cohesion, resourcefulness.

THE NATIONAL SYMBOL(S): Motto - "Out of Many, One People".

QUOTE: "Chance has never yet satisfied the hope of a suffering people. Action, self-reliance, the vision of self and the future have been the only means by which the oppressed have seen and realized the light of their own freedom." Rt. Excellent Marcus Garvey.

POSSIBLE INTERPRETATION: The path to freedom and success requires purposive and determined diligence.



SONG: "Jamaica Land of Beauty" by Lloyd Hall.


Prior Learning

Check that students can:

- Understand the terms: Free Village and peasant.
- Know the ethnic groups that existed in post-emancipation Jamaica.

UNITS OF WORK GRADE 7 TERM 1 UNIT 2 - (4 weeks)

UNIT TITLE: VALUING HERITAGE - YOURS AND MINE.	
<p>Attainment Target 1: Demonstrate an understanding and appreciation of self, heritage and culture and how these contribute to a positive self- image and respectful interaction with others.</p> <p>Theme Cultural Identity and Heritage</p>	<p>Objectives: By the end of the unit, students should be able to:</p> <ul style="list-style-type: none"> • Define and use correctly the key terms and concepts: Culture, Cooperation, Cooperatives, Cultural continuity/retention, Cultural diversity, Cultural erasure, burial scheme, Diwali, Free Village, Heritage, peasant, proprietor, Society, Friendly Society, Personal independence, interdependence, group cohesion, resourcefulness. • Demonstrate courage, self-reliance, personal independence, and cooperation in their interaction with others. • Conduct a Case Study of a Free Village and identify the qualities of the people that enabled them to survive and establish Free Villages (self-reliance, independence, cooperation, responsibility, solidarity). • Examine the role of organisations/groups in
<p>ICT Attainment Target(s)</p> <ul style="list-style-type: none">  COMMUNICATION AND COLLABORATION - Use technology to communicate ideas, information and understandings for a variety of purposes.  DESIGNING AND PRODUCING – use technology to design and produce multimedia presentations to demonstrate their creative thinking. 	

<p> DIGITAL CITIZENSHIP – Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.</p>	<p>growth and development of Free Villages.</p> <ul style="list-style-type: none"> • Demonstrate the attributes of resilience, resourcefulness evident in the development of Free Villages to their home, school and community. • Value and preserve cultural heritage as evidenced in Free Villages. • Discuss ways in which an appreciation of self, facilitates interaction and cohesion with other ethnic groups. • Describe ways in which the lifestyle of different groups in the community influences its character. • Value different aspects of various ethnic groups who help to shape our cultural heritage. • Show respect for the heritage of others. 	
<p>Suggested Teaching and Learning Activities</p>	<p>Key Skills/Values</p>	<p>Assessment Criteria</p>
<p>Students will:</p> <ul style="list-style-type: none"> • View pictures and videos of any early Free Village and pictures of them now, they will examine how they have transformed physically and say how they think the changes could impact the life roles of the people both negatively and/or positively. 	<p>Research Resourcefulness Resilience Collaboration Negotiating Compromising Independence Self- reliance Listening</p>	<p>Students demonstrate resourcefulness through the selection and use of appropriate materials, resilience in completing tasks in spite of challenges, collaboration by negotiating, compromising and</p>

<ul style="list-style-type: none"> • As a class, visit a free village and document through capturing of images, interviews and observation, accurate facts concerning the nature of the community, the characteristics of the people who formed the village, possible changes which have occurred in the community overtime and the groups/ organizations who have helped to preserve the community. • Work in collaborative groups to make a 3-D model of a Free Village. The Free Village should include a church, school, cemetery, houses, farms, etc. 		<p>listening as they build the model.</p> <p>Research done on Free Village depicts accurately presented facts and includes information on the qualities of the people who establish Free Villages (self-reliance, independence, cooperation, responsibility, solidarity).</p>
<ul style="list-style-type: none"> • Identify a cultural problem (e.g. burying of the dead in our yard, or the use of the Jamaican National Flag as an item of clothing or shoes) and create strategies to address these issues. • Creatively present their ideas to the class and for their portfolios. 	<p>Observe Make inference Develop solutions Present information Use creativity Respect Identity</p> <p>Valuing heritage</p>	<p>Problem identified is a cultural one. Strategies presented are relevant to the issue and presented with originality and creativity.</p>

<ul style="list-style-type: none"> • Discuss with the class, similarities and differences in the fashion of different ethnic groups. Work in groups to explain features of the costume(s) of an assigned ethnic group. (If possible, seek the support of resource persons who work in the fashion industry to discuss the impact of various cultures on the fashion industry) • Plan and execute a mini fashion show displaying the similarities and differences across ethnic groups and how groups have managed to maintain this aspect of their cultural heritage. 	<p>Researching Observing Making comparisons Discussing Analysis Work collaboratively Respecting difference</p>	<p>Fashion Show clearly illustrates similarities and differences of the various ethnic groups and efforts made to sustain this component of their heritage.</p>
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Learning Outcomes

Students will be able to:

- Identify unique features of the lifestyle of the ethnic groups discussed.
- Express reasons for valuing all ethnic groups.
- Explain/articulate the impact of interaction and cohesiveness among the ethnic groups on home and community.
- Create and critique/review digital presentation of peers doing role-play of a wedding, baptism or other life ceremony.
- Construct an accurate representation of a Free Village.
- Create a historically accurate portfolio of a Free Village in Jamaica based upon their field trip.

Points to Note	Extended Learning
<ul style="list-style-type: none"> • A Free Village was a settlement of former enslaved Negroes during and after Apprenticeship. • The focus of this Unit is <u>not</u> on the history of the Free Village movement of Jamaica. The emphasis must be on <u>the values and attitudes gained from the</u> 	<p>Evidence of data gathering on the varying cultural practises of different ethnic groups, and compare them for similarities and difference. Say how each group has maintained cultural practices in the face of a changing society.</p>

<p><u>study</u> of the Free Village movement. Additionally, the discussions around the arrival of other ethnic groups should evoke a spirit of appreciation for our national motto: “Out of Many, One People”.</p>	<p>Students should be allowed to make presentation of their strategies to address different cultural problems to realistic audiences such as PTA meetings, Alumni meeting, Club meetings, school devotion etc</p>
<p>Resources: Resource persons from ethnic associations e.g. Chinese Benevolent Association and Indian Association, magazines/newspaper clips, computer, internet access, multi-media projector and other digital devices, Social Studies textbook – Our Ancestors.</p>	<p>Key Vocabulary: Benevolence, burial scheme, cooperation, cooperatives, courage, culture, cultural continuity, Diwali, free village, heritage, peasant, proprietor, society, friendly society, independence, personal independence, self-reliance.</p>
<p>Links to other subjects: Social Studies, History, Performing Arts, Visual Arts, Language Arts, Literacy, ICT.</p>	

GRADE 7, TERM 1, UNIT 3

ABOUT THE UNIT

In this unit, students will develop an understanding of the concept “respect” for self, peers, property, time and those in authority. They will work collaboratively, while exploring the use of a variety of creative art forms to engender relationships based on mutual respect. The quote from Marcus Garvey as well as the signature song should be used in this Unit to help inspire students to respect themselves and others.

THEME: Cultural Identity and Heritage.

CORE VALUES: Respect, Self-awareness,

THE NATIONAL SYMBOLS: The National Pledge

QUOTE: “If we as a people realized the greatness from which we came, we would be less likely to disrespect ourselves.” Rt. Excellent Marcus Garvey.

POSSIBLE INTERPRETATION: If persons identified, appreciated and respected where our fore fathers are coming from and what they have attained, they would be more appreciative of themselves and the greatness within.


SONG: Mix - “Respect Rap only”



Prior Learning

Check that students:

- Are aware of the protocols relating to interaction with peers, family members, teachers and the wider

UNITS OF WORK GRADE 7 TERM 1 UNIT 3 (3 Weeks)

UNIT TITLE: BETWEEN ME AND YOU, RESPECT DUE.	
<p>Attainment Target:</p> <p>Demonstrate an understanding and appreciation of self, heritage and culture and how these contribute to a positive self- image and respectful interaction with others.</p> <p>Theme: Cultural Identity and Heritage</p>	<p>Objectives:</p> <p>By the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> • Define and use correctly, key terms and concepts: social groups, principles, cohesiveness, structure, governance, leadership, government, institutions, respect. • Outline the principles that contribute to the success of social groups. • Distinguish between respectful and disrespectful behaviour. • Participate in constructing scenarios to depict respectful and disrespectful behaviour. • Examine hierarchy and structure in various institutions. • Exhibit respect for their peers.
<p>ICT Attainment Target (s)</p> <p> COMMUNICATION AND COLLABORATION - Use</p>	

<p>technology to communicate ideas, information and understandings for a variety of purposes.</p> <p> DESIGNING AND PRODUCING – Use technology to design and produce multi-media presentations to demonstrate their creative thinking.</p> <p> DIGITAL CITIZENSHIP – Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.</p>		
Suggested Teaching and Learning Activities	Key Skills/Values	Assessment Criteria
<p>Students will:</p> <ul style="list-style-type: none"> • View a video entitled “Mix- Respect Rap Only”. Students will be given guided questions to answer such as: <ul style="list-style-type: none"> - How are you supposed to treat people? - What is the golden rule? - Why should persons (listen) or think before they talk or act? • Use printed materials or online sources to determine what the Golden Rule is, and then come up with argument to support or disregard this rule as a golden rule. 	<p>Observe/ listen for information Reflect Answer questions Respect for others</p> <p>Research Present arguments Respect (self & others)</p>	<p>Discussion of responses to the questions reflects adequate level of reflection on the contents of the video as well as on personal experiences.</p> <p>Logical arguments presented either supporting or refuting the principles of the golden rule.</p>

<ul style="list-style-type: none"> • Work collaboratively in groups to create tableaux depicting disrespectful behaviour. Use thought tracking to voice the thoughts and emotions being expressed in the tableaux. Then through role play demonstrate appropriate ways of treating the behaviour displayed. • Have interactive sessions on appropriate and inappropriate behaviour with resource person(s) e.g. Guidance Counsellor, members of the business community, community pastor. Discuss behaviours of self and peer on public transportation, in other public spaces, at home etc. *Note that this activity is included in a lower grade. • Make a log of interactions and responses with various persons for a week. They will share aspects of their logs with their peers who will assess the behaviours and commend or help them make plans for remedial measures, if necessary. Listen attentively and show respect for the opinions of others by allowing them to share. 	<p>Work collaboratively Role-play Making comparisons Problem solving Respect</p> <p>Share experiences Evaluate behaviour Categorize behaviour Respect (self & others)</p> <p>Recording information Reflect Develop social skills Moral standards Listening Showing mutual respect</p>	<p>Pieces presented should show a clear contrast between respectful behaviours and disrespectful behaviours.</p> <p>Discussion should reflect students' ability to correctly classify appropriate and inappropriate behaviours.</p> <p>An appropriate level of evaluation of the level of appropriateness of behaviours should be evident in discussions. Remedial measures should indicate students' understanding of what constitutes mutual respect.</p>
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<ul style="list-style-type: none"> • Explain how they relate to different persons e.g. parents, teachers, peers, strangers, the elderly, the disabled etc., and say what influences the difference (if there is one). Create a collage that depicts persons of different abilities and ways of honouring each person. • Discuss Marcus Garvey's quote and say how they can develop an appreciation of themselves and others. 	<p>Developing courtesy, politeness, respect and tolerance</p> <p>Fostering teamwork and organizational skills</p>	<p>Creative expression must include a visible representation of differences as well as an acceptance/tolerance for the differences.</p> <p>Discussion shows clearly the ways in which they respect themselves and each other.</p>
<p>Students will be able to:</p> <ul style="list-style-type: none"> • Appreciate the principles that facilitate the success of social groups. • Demonstrate respect for each other in different situations. • Contribute meaningfully to a group within their school. • Change their behaviour in how they interact with individuals at different levels. • Create tables to show respectful and disrespectful behaviour. 		

Points to Note	Extended Learning
<ul style="list-style-type: none"> • This is not a lesson in Politics. • Provide incentives for students to become members of specified social groups. • Commend students for their display of respect to others. • The delivery of this lesson should enable the students to relate to, and be tolerant of individuals within their environs in a respectful manner. • The lesson is not content-based. It is more about the values and attitudes being conveyed. 	<ul style="list-style-type: none"> • Students will make journal entry entitled "respect", highlighting ways to give and receive respect. • Observe the behaviour of any two individuals for the duration of one week. Highlight the various ways in which respect was shown and instances where it was not and the possible solutions to dealing with the issue. Record as part of their portfolio, and discuss which life roles were being displayed.
<p>Resources: Video – Mix – Respect Rap Only https://www.youtube.com/watch?v=iGuT9-Y5J4&list=RDiGuT9-Y5J4&start_radio=1 Resource person, Marcus Garvey's quote, pictures (magazines and newspaper (Gleaner), Pencil Crayons, glue, cartridge paper, pencils, computer and other digital devices.</p>	<p>Key Vocabulary: Social groups, principles, cohesiveness, structure, governance, leadership, government, institutions, respect.</p>
<p>Links to other subjects: Social Studies, Language and Literacy, Political Science, History, Home and Family Life Education, Arts, ICT.</p>	

GRADE 7, TERM 2 UNIT 1

ABOUT THE UNIT

In this unit, using the ISSA Boys and Girls Championships as a Case Study, the students will explore the role of rituals and symbols in establishing the reputation of any school as an institution. The students will also gain an appreciation of the ways in which the reputation of individual schools affect the reputation of the nation as a whole.

THEME: Cultural Symbols, Rituals and Celebrations.

CORE VALUES: Respect, Loyalty, Civic pride, Recognition, Uniqueness, Unity, Identity, Self-reliance.

THE NATIONAL SYMBOL(S): Flag, Pledge, Coat of Arms, Flower.

QUOTE: “Show me the race or nation without a flag, and I will show you a race of people without any pride.” Rt. Excellent Marcus Garvey.

POSSIBLE INTERPRETATION: A nation that is unable to stand proud and demonstrate a sense of national pride, when their flag is being displayed is a nation that lacks its recognition, uniqueness and identity.

SONG: “Rise Up” (World Cup 1998 Football Song)




Prior Learning

Check that students:

- Know what symbols, cultural/civic rituals and loyalty are.

UNITS OF WORK GRADE 7 TERM 2 UNIT 1 (5 Weeks)

UNIT TITLE: CELEBRATE ME, CELEBRATE MY SCHOOL	
<p>Attainment Target: Understand the significance of, and show respect for Cultural Symbols, Rituals and Celebrations.</p> <p>Theme: Cultural Symbols, Rituals and Celebrations. Sub-theme: School Symbols and Rituals.</p>	<p>Objectives By the end of the unit, students should be able to:</p> <ul style="list-style-type: none">• Correctly define the key terms, concepts: self-esteem, ethos, emblems, tradition, crest, rituals, motto.• Identify at least four national and school symbols respectively.• Compare the symbols and rituals displayed by students at other schools with theirs.• Identify with the school crest, colour(s) and motto as a display of the school's identity and history.• Create a time capsule of at least five (5) objects for which you would want your school remembered in the next ten years.• Demonstrate respect for school symbols and rituals through making informed comments in class discussions and showing respect for them.

<p>ICT Attainment Target (s)</p> <ul style="list-style-type: none">  COMMUNICATION AND COLLABORATION - Use technology to communicate ideas, information and understandings for a variety of purposes.  DESIGNING AND PRODUCING – Use technology to design and produce multi-media presentations to demonstrate their creative thinking.  DIGITAL CITIZENSHIP – Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour. 		
Suggested Teaching and Learning Activities	Key Skills/Values	Assessment Criteria
<p>Students will:</p> <ul style="list-style-type: none"> • Using the Think-Pair-Share strategy, students will discuss the Garvey quote to gain an understanding of how a National Flag as a symbol fosters the development of worth in a people. • Construct a word puzzle to include key terms/symbols. Include the use of the Coat of Arms, Pledge, Flower and Flag. Discuss the symbols identified in the puzzle and say how each contributes to the development of any specific life role. 	<p>Think critically and analytically Share information</p> <p>Think critically and analytically Develop civic pride Discuss information Show respect for national symbols</p>	<p>Discussion shows an appropriate interpretation of the Garvey quote.</p> <p>Symbols are correctly identified and word puzzle is completed.</p>

<ul style="list-style-type: none"> Observe pictures from the ISSA Boys and Girls Championships and highlight emblems or cultural symbols of individual schools, say, how these symbols are used in the schools as a mark of honour and respect. Look at their schools/individual participation in the ISSA Girls and Boys Championship over a five-year period. Look at and identify different areas of success in the championships and document these in their journals. Examine the role of other careers/ occupations which contribute to the success of the Championship e.g. medicine, business sector, nutrition, fashion industry, media etc. Compare symbols and rituals of other schools with those of their own school. Create an attractive design for a new crest for their school. The crest should embody the spirit and predominant values of the school. <p>Compare behaviours of students and supporters of other competing schools and show how they celebrate with and show respect for symbols.</p>	<p>Develop awareness Research information Make journal entries Analyse pictures Exhibit school pride</p> <p>Research information Make comparisons Design crests Display respect for school symbols</p>	<p>Discussion should present three ways in which Boys and Girls Champs help to foster the development of positive behaviour and respect for school emblems and symbols.</p> <p>Students' comparisons should reflect similarities and differences between their school symbols and rituals and those of other schools. Crest design satisfactorily represents the ethos and values of the school.</p>
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<ul style="list-style-type: none"> • Create a time capsule using symbols to represent things that you would want your school to be famous for within the next five years. Write a paragraph to justify why each deserves to be a part of the capsule. 	<p>Develop analytical skills Create time capsule Forecast school achievements Develop paragraphs Justify perspectives</p>	<p>Clear and plausible justification is given for each item for the capsule. Discussion shows awareness of the meaning of respect and the negative impact of lack of respect. Demonstration of respect for others' views.</p>
<p>Learning Outcomes Students will be able to:</p> <ul style="list-style-type: none"> • Identify school symbols. • Explain what the symbols mean to them. • Demonstrate an appreciation for school rituals and symbols through making informed comments in class discussion. 		

Points to Note	Extended Learning
<ul style="list-style-type: none"> • Not all schools participate in the National Athletics Championships. • Students may be excited by the accomplishments of other schools even if their school does well. 	<ul style="list-style-type: none"> • Establish a social media group or blog to regularly share information, updates and changes in the school symbols and rituals and how they are being received or perceived by the schools' population.

<ul style="list-style-type: none"> • New schools may not have a history or a handbook. • Formal and co-curricular activities are to be used as one of the means of preparing students for civic responsibilities and the development of virtues. 	<ul style="list-style-type: none"> • Develop a handbook based on the history of the school. (This is relevant where one does not already exist). If one already exists, review to ensure it speaks to the appropriate treatment of school symbols/ emblems/ rituals.
<p>Resources: Garvey Quote, pictures of ISSA Boys and Girls Championship, School Handbook Song: "Rise Up" https://www.youtube.com/watch?v=lxkWy7-kuuU</p>	<p>Key Vocabulary: Ethos, motto, crest, self-esteem, rituals, tradition, emblem.</p>
<p>Links to other subjects: Social Studies, Physical Education, Religious Education, Language Arts, Creative Arts, ICT.</p>	

GRADE 7, TERM 2 UNIT 2

ABOUT THE UNIT

In this unit, using ISSA Boys and Girls championship as a Case Study, the students will explore the role of rituals and symbols in establishing the reputation of any school as an institution. The students will also gain an appreciation of the ways in which the reputation of individual schools impact the reputation of the nation.

THEME: Cultural Symbols, Rituals and Celebrations

CORE VALUES: Respect, Loyalty, School pride,

THE NATIONAL SYMBOL(S): Flag, Coat of Arms, Motto.

QUOTE: “Show me the race or nation without a flag and I will show you a race of people without any pride.” Rt. Excellent Marcus Garvey.

SONG: “Smile Jamaica” by Chronixx

Prior Learning

Check that students can:

- Identify the school colour(s) and explain the meaning of the school crest and motto.

UNITS OF WORK GRADE 7 TERM 2 UNIT 2 (5 Weeks)

UNIT TITLE: “HONOURING THE NAME THAT I BEAR”

SUB-TITLE: How can we honour the name and reputation of my school?

Attainment Target 2: Understand the significance of, and show respect for Cultural Symbols, Rituals and Celebrations.

Theme: Cultural Symbols, Rituals and Celebrations
Sub-Theme: School Symbols and Rituals

ICT Attainment Target(s):

- 🖨 **COMMUNICATION AND COLLABORATION** - Use technology to communicate ideas, information and understandings for a variety of purposes.
- 🖨 **DESIGNING AND PRODUCING** – use technology to design and produce multimedia presentations to demonstrate their creative thinking.
- 🖨 **DIGITAL CITIZENSHIP** – recognise the ethical, social and legal issues and implications related to the use of technology.

Objectives:

By the end of the unit, students should be able to:

- Define and use correctly, the terms and concepts: honour, reputation, loyalty, symbols, rituals, achievement, responsibilities, tradition and respect.
- Discuss the contribution of the school in the context of Jamaican history.
- Explore the ways in which the school commemorates certain events.
- Display an understanding of the responsibility of honouring tradition and reputation through personal conduct and contribution.
- Demonstrate an appreciation of the link between helping to maintain the positive reputation of an institution and good responsible citizenship.

Suggested Teaching and Learning Activities	Key Skills/Values	Assessment Criteria
<p>Students will:</p> <ul style="list-style-type: none"> • Conduct research on the history of the school in collaborative groups. This research may include, but is not limited to pictures of past Principals with names and dates below, copy of the school's motto, crest, symbols and rituals. Say how these have contributed to Jamaica's history. • Observe the school's surroundings to gather evidence of the schools' history. Make note of the treatment of historically significant buildings, items, monuments etc. Institute measures to encourage care of these items/ buildings if mistreatment was observed. • Create a scrapbook which displays outstanding past students of your school. These past students should have excelled in any of the following: Education, Entertainment, Business, Technology, Sports, Religion, Science, Arts, etc. This scrapbook can be published online using Google Drive; or it can be presented in a hardcopy format. Past students may be invited to give motivational 	<p>Research school history Collaborate with peers Show respect for heritage Show respect for school symbols</p> <p>Gather evidence Note-taking Show respect for school Develop school care measures Research information</p> <p>Create and format documents Develop digital ethics Display school pride</p>	<p>Information presented is accurate and clearly shows a contribution to Jamaica's history</p> <p>Observation schedule appropriately prepared. Solutions proffered to improve treatment of historically significant items/ buildings</p> <p>Scrapbook containing images of outstanding past students accurately developed and creatively laid out</p>

<p>talks to students.</p> <ul style="list-style-type: none"> • Conduct research on the achievements of the Sporting, Science, Business, Resource & Technology, Visual and Performing Arts and other academic/ non- academic programmes of your school over the past five (5) years and brainstorm ways that improvements can be made to enhance the morale of the school populace. • Write or type an essay on what it means to be a responsible student citizen within your school community. Say the steps to be taken in becoming a steward for your school. Publish the essay using word processing software and other technological tools and share with the school via blogs. 	<p>Research information Brainstorm ideas Develop solutions Demonstrate school pride</p> <p>Interpret ideas Compose essays Create and format documents Display digital ethics and citizenship Value loyalty</p>	<p>Portfolio of the results of the research clearly indicates the main developments in Sports, Business, Arts etc over the past five years. Feasible recommendations made on how to improve school morale</p> <p>Essays effectively explore the role of a responsible student citizen. Should include at least 3 steps to be taken in becoming a good steward of the school.</p>
<p>Learning Outcomes Students will be able to:</p> <ul style="list-style-type: none"> • Use the terms and concepts correctly in discussions and presentations. • Create artefacts displaying the contribution of the school in the context of Jamaican history. • Participate and contribute to the execution of school events. • Display an understanding of the responsibility of honouring tradition and reputation through personal conduct and contribution. • Maintain the positive reputation of institutions through their conduct. 		

Points to Note	Extended Learning
<ul style="list-style-type: none"> • Students should follow guidelines to promote ethical use of ICT tools. • Recognise and understand the importance of technology access to all. • It is important that teachers note that this unit will be examining: <ul style="list-style-type: none"> - the contribution of the school in the context of Jamaican History. - the school's contribution to its immediate environment. 	<ul style="list-style-type: none"> • Students should conduct further research on other outstanding individuals to have emerged from their school and reflect on the impact that their contribution has on the school's ethos.
<p>Resources: School handbook, pictures of outstanding past students, Field Trip to Mico University College and INAFCA Museum, computer and other technological tools, Internet access. Scrapbook, tape/glue, scissors, markers.</p>	<p>Key Vocabulary: Honour, reputation, loyalty, symbols, rituals, achievement, responsibility, tradition, respect.</p>
<p>Links to other subjects: Social Studies, History, Language Arts, Performing Arts, Literacy, Physical Education, ICT.</p>	

GRADE 7, TERM 3 UNIT 1

ABOUT THIS UNIT

In this unit, using Emancipation as a Case Study, the students will gain an appreciation of the ways in which the restriction of rights hinders the exercise of responsible participation in the development of groups, organizations and processes that affect human interaction and the cultural stewardship. The students will also recognise that these rights can be violated and that it is important to protect them.

THEME: Civic Rights, Responsibilities and Cultural Stewardship

CORE VALUES: Respect, collective responsibilities, good citizenship

THE NATIONAL SYMBOL(S): The Motto

QUOTE: “Every man has a right to his own opinion. Every race has a right to its own action; therefore, let no man persuade you against your will, let no other race influence you against your own.” Rt. Excellent Marcus Garvey.

POSSIBLE INTERPRETATION: One should learn to stand up for what they believe in and not allow others to sway them from being a unique ‘Smaddy’.

SONG: “Get up Stand Up” by Bob Marley
“Equal Rights” by Peter Tosh

Prior Learning

Check that students:

- Are aware of their rights as individuals.

Unit Title: Get Up, Stand Up**Sub-Title: What are my rights and responsibilities?****Attainment Target 3:**

Demonstrate an understanding and awareness of rights and responsibilities as citizens, and through this awareness, participate in effective leadership and governance and being good cultural stewards.




Theme: Civic Rights, Responsibilities and Cultural Stewardship.

Objectives:

By the end of the unit, students should be able to:

- Define and use correctly the key terms and concepts: rights, responsibilities, violation, slave, slavery, freedom, restoration, reparation, emancipation, effective leadership, governance, cultural stewards.
- Explain two rights and two responsibilities

ICT Attainment Target(s)

-  **COMMUNICATION AND COLLABORATION** - Use technology to communicate ideas, information and understandings for a variety of purposes.
-  **DESIGNING AND PRODUCING** – Use technology to design and produce multimedia presentations to demonstrate their creative thinking.
-  **DIGITAL CITIZENSHIP** – Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

- of a citizen.
- Discuss the reparation movement and its importance to the descendants of the enslaved Africans.
- Appreciate the interrelationships between rights and responsibilities.
- Demonstrate/illustrate collective responsibilities which foster good citizenship.
- Examine how examples of effective leadership/governance can be inspiring for them as citizens of Jamaica.
- Plan and implement strategies for improving their profile as current or potential cultural stewards

Suggested Teaching and Learning Activities	Key Skills /Values	Assessment Criteria
<p>Students will:</p> <ul style="list-style-type: none"> • Read of a case where a child's rights were violated. Identify the violations and illustrate what would be the community's response to it. What were the emotions/feelings? Write a creative piece about the importance of observing people's rights. • Analyze visual aids of slaves during the time of slavery and record in sentences ways in which they believe their rights were being violated. Then play the game "Bull inna Pen". Simulate the bull for the enslaved person in a question-and-answer session to ascertain what they believe the enslaved person experienced. • Listen to and analyse the original version of the song "Get up, Stand Up" by Bob Marley and/or "Equal Rights" by Peter Tosh to understand the need for the protection of rights. Identify and explain their own rights. 	<p>Compose creative pieces Critical-Thinking Demonstrate respect</p> <p>Analyse pictures Simulating Show respect for individual rights</p> <p>Listen for information Interpreting Explaining Evaluating</p>	<p>Violations were identified and the simulation of the community's response reflects students' awareness of the importance of protecting the rights of children.</p> <p>Sentences recorded by students reflect their understanding of the principle of violating human rights.</p> <p>Students' analysis of the song should reflect an understanding of the importance of protecting their rights and those of others.</p>

<ul style="list-style-type: none"> • Use a variety of search strategies to locate relevant information found on the internet on how slavery violated the rights of the Africans enslaved in Jamaica. Examine how this violation limited the areas and situations over which they could exercise responsibility in Jamaica. Compose and record a song that could be used to educate descendants of other enslaved Africans on the issue. • Make a chart showing rights that we have today that the slaves did not. Beside each right recorded, add at least one associated responsibility of the 21st century Jamaican • Reflect on personal behaviours/experiences that indicate their appreciation or lack of appreciation for the kind of leadership and governance that contribute to their freedom to participate in civic activities at school and/or the 	<p>Discussing Conducting electronic searches Valuing justice and fair play Composing songs</p> <p>Making comparisons Researching for information</p> <p>Reflect on experiences</p>	<p>Accurate explanations provided on what constitutes their rights Students' songs accurately convey information of the violation of the rights of Jamaican slaves and its limiting impact.</p> <p>Chart accurately compares the rights of the enslaved Jamaican with the rights of the 21st century Jamaican. Students demonstrate adequate understanding of the relation between rights and responsibilities.</p> <p>Reflection should address all aspects of the task, self-assessment evident, concepts appropriately used, attitude addressed.</p>
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<p>community</p> <ul style="list-style-type: none"> • Critique the profile of various leaders at the school, wider community or national level based on a set of characteristics of effective leadership/governance. Defend their position taken about these leaders' contribution to their understanding of the characteristics and activities engaged in by culture stewards. • Generate creative gratitude comments/messages to show their appreciation to leaders (students, teachers, parents, etc.) who have been positive influencers • In groups watch a set of parliamentary debates and discuss observations based on given objectives of the Unit. Group presentations and feedback provided by peers. 	<p>Evaluate leadership Justify position</p> <p>Express gratitude Reflect on experiences</p> <p>Work collaboratively Observe/ Listen for information Present information</p>	<p>Level of leadership is clear. Role and responsibilities of leaders considered, leadership characteristics include values and attitudes. Position taken is supported with examples, terms/concepts appropriately, culture stewards as leaders conveyed etc.</p> <p>Messages are relevant, diverse, indicate specific target group/s selected, nature of the influence conveyed</p> <p>Groups well organized for work. Discussion allows for the participation of all members and is relevant to assigned objectives, Feedback is relevant, respectful, affirmative etc.</p>
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Learning Outcomes

Students will be able to:

- In one or two sentences, define the key terms and concepts correctly.
- Correctly outline two rights and two responsibilities which students presently have.
- Explain correctly the rights that the enslaved Africans had and how they were violated.
- Display behaviours which show that with every right comes responsibilities.
- Share fluently their understanding of the rights and responsibilities of citizens and how rights can be protected
- Discuss leadership/governance that encourages others to be good cultural stewards
- Demonstrate responsible behaviours in leadership roles/positions
- Take steps to improve their profile as potential/current cultural stewards

Points to Note	Extended Learning
<ul style="list-style-type: none"> • Although it is necessary to draw on different points of history throughout this Unit, the focus is not to deliver history lessons. The Civics curriculum is emphasizing values and attitudes and not necessarily historical facts. • The Right Excellent Samuel Sharpe should be used as a Case Study to show how slaves fought for their rights and freedom. • Teachers must be sensitive to the emotional reactions of the students when discussing the issues regarding slavery and modify their approaches accordingly. • Responsibilities should be given the same emphasis as rights. • The learning strategies should be used for application purposes. • Leadership and governance should be linked to the constitution to encourage transfer of previous learning and to allow for civic virtues, and activities to be appropriately addressed. • Engage the support of Culture Agents/Culture Ambassadors and leaders of Culture Clubs in promoting transfer of competencies in various settings. • Guidance to be given to students to add relevant artefacts to their portfolio. 	<ul style="list-style-type: none"> • Do further research to show how slavery violated the rights of enslaved Africans in Jamaica. • Make a poster or another suitable visual to illustrate why being responsible is important in ensuring that rights are not violated. • Participate in class or grade level STEAM project to address a local problem by collaborating or seeking the support of relevant government ministries or entrepreneurs/departments at their school. Students showcase different phases of the project and result if applicable. Students can apply for roles or voting may be used to allocate roles.

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<p>Resources: Quote, Songs – “Get up stand up” by Bob Marley and “Equal Rights” by Peter Tosh, technological devices – computer, recording devices, speakers etc. internet access,</p>	<p>Key Vocabulary: Rights, responsibilities, violation, enslaved people, slave, slavery, restoration, reparation, freedom, Emancipation.</p>
<p>Links to other subjects: Performing Arts (Music/Drama), Language Arts, Social Studies, Information Technology, History.</p>	

GRADE 7, TERM 3 UNIT 2

ABOUT THIS UNIT:

In this unit, the students will gain an appreciation of the ways in which the restriction of rights hinders the exercise of responsible participation in the development of groups, organizations and processes that affect human interaction and the environment using Case Studies on select National Heroes - Paul Bogle and George William Gordon. The students will also recognise that rights can be violated and that it is important to protect them.

THEME: Civic Rights, Responsibilities and Cultural Stewardship.

CORE VALUES: responsible behaviours, group interactions, active participation,

THE NATIONAL SYMBOL(S): The National Pledge, The National Anthem

QUOTE: "Every man has a right to his own opinion. Every race has a right to its own action; therefore, let no man persuade you against your will, let no other race influence you against your own." Rt. Excellent Marcus Garvey.

POSSIBLE INTERPRETATION: One should learn to stand up for what they believe in and not allow others to sway them from being a unique 'Smaddy'.

SONG: "Get Up Stand Up" by Bob Marley.

Prior Learning

Check that students:

- Understand and value their rights and responsibilities.
- Can share ideas about Emancipation.

UNITS OF WORK GRADE 7 TERM 3 UNIT 2 (4 Weeks)

Unit Title: Wake Up and Live	
<p>Attainment Target 3 Demonstrate an understanding and awareness of rights and responsibilities as citizens, and through this awareness, participate in effective leadership and governance and interact with the environment in a sustainable manner.</p> <p>Theme: Civic Rights, Responsibilities and Cultural Stewardship.</p>	<p>Objectives: By the end of the unit, students should be able to:</p> <ul style="list-style-type: none">• Define the key terms and concepts: responsibility, appreciation, independence, emancipation, protection, application, collective responsibility.• Demonstrate collective responsibility through group cooperation.• Explain what 'protecting your rights and your responsibility' means.

<p>ICT Attainment Target (s)</p> <ul style="list-style-type: none"> 🖥️ COMMUNICATION AND COLLABORATION - Use technology to communicate ideas, information and understandings for a variety of purposes. 🖥️ DESIGNING AND PRODUCING – Use technology to design and produce multimedia presentations to demonstrate their creative thinking. 🖥️ DIGITAL CITIZENSHIP – Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour. 	<ul style="list-style-type: none"> • Value the responsibilities assumed by leaders of the emancipation process. • Value their rights as citizens of a democratic country. • Demonstrate an understanding that they have a responsibility to protect their rights and the need for self- preservation. 	
Suggested Teaching and Learning Activities	Key Skills/Values	Assessment Criteria
<p>Students will:</p> <ul style="list-style-type: none"> • Listen to the song and the lyrics “Get up stand up” and answer select focus questions. e.g. 1. What are the rights of which the song speaks? 2. Why is it important to stand up for your rights? 3. What institutions exist to help you with maintaining your rights? • Use the Performing Arts to highlight the responsibilities assumed by leaders of the Emancipation process. Identify at least three things that the leaders of the Emancipation process did that are still significant to the post-emancipation era. Write four reasons why it is important to protect 	<p>Critical-thinking Analysis Equality Advocating for rights Being a law-abiding citizen Active participation Discussing</p> <p>Observing Role play Research Reflect Documenting Advocacy Appreciation</p>	<p>Active participation in guided discussion indicates an understanding of human rights, the importance of protecting human rights and organizations, which protect these rights.</p> <p>Performing Arts piece effectively conveys students’ understanding and appreciation of the role played by leaders of the Emancipation</p>

<p>your rights.</p> <ul style="list-style-type: none"> • Work collaboratively in groups to debate the moot “Protecting your rights - your Responsibility.” They will research the arguments to support their views, then put them together and choose speakers to present each argument. 	<p>Research Creativity Develop arguments Collaboration Courage Effective leadership Advocacy</p>	<p>process.</p> <p>Logical arguments are presented with sufficient use of supporting details to substantiate arguments.</p>
<p>Learning Outcomes Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate at least three of their individual rights and three responsibilities through the Performing Arts. • Illustrate the ways of applying the message learnt from the song to their personal lives. • Make connections between the Emancipation experience and their own lives. 		
<p>Points to Note</p>		<p>Extended Learning</p>
<ul style="list-style-type: none"> • Students could be provided with copies of the Child Care and Protection Act as a basis for situating their rights as citizens. • Students could also be given a copy of their constitutional rights as citizens of a democracy. 		<ul style="list-style-type: none"> • Collect pictures to add to their scrap books highlighting citizens displaying togetherness in accepting responsibility and addressing a common cause, for example, hurricane, flooding.
<p>Resources: Song “Get up stand up” and “Redemption Song” by Bob Marley. “Ballad of Sixty-Five” by Alma Norman. https://www.youtube.com/watch?v=BiPwCMLghhQ https://www.youtube.com/watch?v=pG-QxB6yuC0</p>		<p>Key Vocabulary: Emancipation, protection, application, collective responsibility.</p>

Links to other subjects: Social Studies, Guidance/HFLE, Performing Arts (Music), Language Arts, Library Science, ICT.	
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GRADE 7, TERM 3 UNIT 3

ABOUT THE UNIT

In this Unit, students will develop an understanding of the value of our cultural heritage and ways in which they can contribute to and preserve it.

THEME: Civic Rights, Responsibilities and Cultural Stewardship.

CORE VALUES: Participating, volunteerism, responsibility, stewardship

THE NATIONAL SYMBOL(S): The National Flag, Anthem and Pledge

QUOTE: “A Nation’s culture resides in the hearts and soul of its people”. Mahatma Gandhi

POSSIBLE INTERPRETATION: Culture plays an integral role in the life of any nation.




SONG: “Jamaica Land of Beauty”

Prior Learning

Check that students can:

- Define the term 'environment'.
- Explain what the terms 'Steward' and 'Stewardship' mean.

UNITS OF WORK GRADE 7 TERM 3 UNIT 3 (3 Weeks)

UNIT TITLE: Valuing Our Cultural Heritage	
<p>Attainment Target 3: Demonstrate an understanding and awareness of civic rights and responsibilities as citizens, and through this awareness, develop in effective leadership skills and cultural stewardship.</p> <p>Theme: Civic Rights, Responsibilities and Cultural Stewardship.</p>	<p>Objectives: By the end of the unit, students should be able to:</p> <ul style="list-style-type: none">• Define the key terms and concepts: stewardship, heritage, preservation, conservation, sustainability, valuing• Share at least three ways to contribute to the sustainability/preservation of our heritage.• Examine the cultural practices of communities across Jamaica and use these as an impetus for writing.
<p>ICT Attainment Target(s):</p> <ul style="list-style-type: none"> COMMUNICATION AND COLLABORATION - Use technology to communicate ideas, information and understandings for a variety of purposes. DESIGNING AND PRODUCING – Use technology to design and produce multimedia presentations to demonstrate their creative thinking. DIGITAL CITIZENSHIP – Recognise the ethical, social	

<p>and legal issues and implications related to the use of technology.</p>		
Suggested Teaching and Learning Activities	Key Skills/ Values	Assessment Criteria
<p>Students will:</p> <ul style="list-style-type: none"> • Play a game of 'Pass the Bag' (adaptation of musical chairs). When the music ends, the student holding the bag will pick a word and try to give a definition using previous knowledge and interaction with the word. Other students may support. • In groups, choose one cultural practice; examine the life roles that are established in that practice. Brainstorm to identify ways to preserve this practice. Record the steps to be taken in preserving the practice and write a letter to the Minister of Culture, Gender, Entertainment and Sports, providing detailed description of your suggestion and why it should 	<p>Analytical skills Team work Listening</p> <p>Brainstorm Analyse Innovate Write letter Tolerate differences Respect the views of others Advocate for change</p>	<p>Definitions provided by students accurately reflect the meaning of key words for the Unit.</p> <p>Letters effectively convey feasible recommendations for preserving cultural practice of choice.</p>

<p>be continued.</p> <ul style="list-style-type: none"> • View videos of different cultural practices from various communities in Jamaica. Write a story about one practice of interest ensuring that the elements of a story are observed. • Use prior knowledge to identify the elements that constitute culture. Create a cultural environment for a community/class cultural event of your choice, e.g. Heritage Fest or Emancipation Jubilee. • Work collaboratively in groups to compete in a poster competition aimed at environmental awareness and sustainability in school. 	<p>Civic pride Listen/ observe for information Write story Reflect on experience Tolerance for diverse practices</p> <p>Value the work of others e.g. the Ancillary staff Collaboration Team work Innovation Tolerance Creating</p> <p>Collaborate Create Research Civic pride Respect</p>	<p>Stories adequately represent aspects of cultural practice in the plot.</p> <p>Students' creation demonstrates an understanding of their role in preserving culture.</p> <p>Poster should have visual appeal as well as written aids to clearly display the message.</p>
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Learning Outcomes

Students will be able to:

- Apply the Garvey philosophy, as stated in the quote, to their lives.
- Effectively communicate the message of environmental awareness.
- Demonstrate the spirit of volunteerism and stewardship.

Points to Note	Extended Learning
<ul style="list-style-type: none">• Focus should not be on the teaching of content but on instilling values that contribute to civic pride, volunteerism, team work and sustainable use of resources.	<ul style="list-style-type: none">• Go on field trip to identify and capture areas of cultural significance of cultural heritage they believe should be presented.
<p>Resources: https://www.youtube.com/watch?v=mdZ0HDov1jM</p> <p>Field Trips to appropriate areas, Garvey's quotes, pictures, computer and other image-capturing devices.</p>	<p>Key Vocabulary: Environment, stewardship, preservation, sustainability, protection, valuing.</p>
<p>Links to other subjects: Social Studies, Science, Language Arts, Visual Arts, ICT.</p>	

Grade Eight

OVERVIEW OF THE GRADE 8 CIVICS CONTENT

8	<p>The focus will be on the affirmation of one's uniqueness, and an appreciation of self in a national context. In addition, there is to be cognizance that Independence is a process that enables personal and national growth within the context of a unique culture and heritage.</p>	<p>Recognition and appreciation of the special and varying regalia, uniforms, symbols and protocols which are associated with different national events. There is to be recognition that different groups wear different uniforms and symbols for specific occasions, thereby heightening their awareness of the protocols involved in national activities.</p>	<p>Exploration of the issue of human rights and responsibilities as an essential component of the process of regional integration, underscoring the fact that national uniqueness is not compromised by regional integration.</p>
	<p>UNIT 1: GROWING UP JAMAICAN UNDER THE BLACK, GREEN AND GOLD - 5 weeks Personal Independence</p>	<p>UNIT 1: LIFE IS ONE BIG ROAD WITH LOTS OF SIGNS - 5 weeks Symbols - Community Identity</p>	<p>UNIT 1: ONE HAN' CAAN CLAP (Jamaican proverb) - 4 weeks</p>
	<p>Students' responsibility for their own learning and success</p> <ul style="list-style-type: none"> • Responsibility for their deportment and grooming Responsibility for their chores, actions and consequences • Responsibility for their prioritizing • Fiscal responsibility • Responsibility for their own safety 	<p>Significance of signs, logos and crest in communities as markers of important locations and occasions in the heritage of the community. For example,</p> <ul style="list-style-type: none"> • Analyse community murals and crests, graffiti, neighbourhood watch symbols, alias name for community, garrisons • How they represent the uniqueness of the community 	<p>Individual uniqueness: how it enhances students' ability to advocate for the human rights of everyone in the school community</p> <ul style="list-style-type: none"> • Advocacy within their individual school as part of their civic responsibility to the wider community and the education system

<p>Independence : a process that enables individuals to chart their own progress</p> <ul style="list-style-type: none"> • Ways in which individuals show independence Identification of at least two post-independence characteristics which have impacted their lives • Nations: The core elements which make them unique The relationship between the core elements of the individual in particular and the nation in general <p>CASE STUDY: NATIONAL INDEPENDENCE</p>	<ul style="list-style-type: none"> • How are symbols used? • Commemoration of events in the community reserved for groups and community members • The significance of signs, logos and crests in regulating human interaction • Origins and meanings of symbolic community names Symbols (National) • Significance of national symbols, symbols for important groups (JCF, JDF, Fire Brigade, community marching bands, uniformed groups <p>Rituals, Symbols and Celebrations (Community and National)</p> <ul style="list-style-type: none"> • Independence Celebrations • Graduations • Prime Minister's National Youth Awards for Excellence • Jamaica Civil Service 	<ul style="list-style-type: none"> • The characteristics that mark the Caribbean as unique CARICOM as a wider community of individual nations • Objectives of CARICOM Individual Caribbean nations: Their responsibility to the welfare of the wider Caribbean Community
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		<p>Long Service Awards</p> <ul style="list-style-type: none"> • National Honours and Awards • Maroon Celebrations • Indian Arrival Day • Chinese New Year • Standing-On Ceremony <p>Rituals which are specific and exclusive to some national celebrations</p> <ul style="list-style-type: none"> • Significance of the way the rituals are observed in specific contexts • Relationship between rituals in national celebrations and celebrations in the community • Protocols (code of behaviour) to be observed during civic and national ceremonies • Protocols relating to the use of national symbols • Correct posture to be maintained during civic, national functions • Appropriate behaviour in the public sphere 	
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GRADE 8, TERM 1 UNIT 1

TERM 1 UNIT 1

About the Unit

This Unit uses Jamaica's National Independence as a Case Study to highlight an individual's progress towards personal independence. It features the importance of Jamaicans being responsible for their learning, deportment, safety and fiscal responsibility, as well as their value systems.

Theme: Cultural Identity and Heritage

Core Value(s): Independence, Character development, Liberty, Active participation, Identity, Confidence, Volunteerism, Creativity, Respect, Collaboration/Cooperation, Digital citizenship, Determination, Courage, Personal responsibility, Resilience, Discipline, Positive self-image.

The National Symbol(s): Flag, Anthem, Coat of Arms

Quote: "It is by education that we are prepared for our duties and responsibilities in life." Rt. Excellent Marcus Garvey.

Possible Interpretation: Through education one is equipped with the tools to achieve one's goals.

Song: "This is the Land of my Birth" by Eric Donaldson
"The Heptones Book of Rules" by Mark Anthony

Prior Learning

Check that students can:

- Have a fluent discussion on Jamaica's journey towards independence.
- Identify ways in which they have become less dependent on their parent(s)/guardian(s).

UNITS OF WORK GRADE 8 TERM 1 UNIT 1 (5 Weeks)

<p>UNIT TITLE: GROWING UP JAMAICAN UNDER THE BLACK, GREEN AND GOLD. SUB -TITLE: PERSONAL INDEPENDENCE</p>	
<p>Attainment Target 1: Demonstrate an understanding and appreciation of self, heritage and culture and how these contribute to a positive self-image and respectful interaction with others.</p> <p>Theme: Cultural Identity and Heritage.</p>	<p>Objectives: By the end of the unit students should be able to:</p> <ul style="list-style-type: none"> • Define the key terms and concepts: value, citizenship, budget, system, grooming /department, fiscal responsibility. • Explain the concepts of Independence and responsibility. • Analyse the correlation between independence and responsibility • Cite instances that have led to their present personal independence (less dependent on parent(s)/ guardian(s))
<p>ICT Attainment Target(s)</p> <ul style="list-style-type: none"> 🖥️ COMMUNICATION AND COLLABORATION - Use technology to communicate ideas, information and understandings for a variety of purposes. 🖥️ DESIGNING AND PRODUCING – Use technology to design and produce multimedia presentations to demonstrate their creative thinking. 🖥️ DIGITAL CITIZENSHIP – Recognise the human, ethical, 	

<p>social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.</p>	<ul style="list-style-type: none"> • Align aspects of their own personal independence with Jamaica’s National Independence. • Demonstrate personal responsibilities, as it relates to learning, deportment, chores and safety • Discuss possible consequences for irresponsible behaviours • Assess the value of prioritizing • Create budget to demonstrate ways of exercising fiscal responsibility • Research at least two post-independence individuals who have impacted their lives • Show admiration for those who have been instrumental in shaping their self-image. • Display sensitivity and mutually respectful interaction among their group and classmates. • Explain the significance of the colours black, green and gold in relation to personal independence 	
Suggested Teaching and Learning Activities	Key Skills/Values	Assessment Criteria
<p>Students will:</p> <ul style="list-style-type: none"> • Watch a music video on Jamaica’s Independence (for example “This is the Land of My Birth” by Eric Donaldson), a JIS video clip dealing with Jamaica’s Independence, or read an article or poem dealing with Jamaica’s Independence, for example 	<p>Listening/Reading Civic Pride Patriotism/Loyalty Independence</p>	<p>Themes correctly identified e.g. patriotism, civic pride. Discussion identifies words, phrases in the</p>

<p>“Independence Dignity” by Louise Bennett. Discuss the themes and messages being conveyed.</p> <ul style="list-style-type: none"> • Create and share a concept map showing their interpretation of the term 'independence'. • Brainstorm, the meaning of personal independence and personal responsibility, note the correlation between both. Share with peers their understanding of the correlation. Develop a self-check list instrument to ascertain the extent that they display the related characteristics. 	<p>Analysing Citizenship Character development Liberty</p> <p>Brainstorming Make connections Develop personal check list Reflect</p>	<p>song, poem, video that speaks to patriotism, civic pride. Description of events of Jamaica's first Independence Day.</p> <p>The concept map shows student in the centre and at least four circles with information reflecting student's interpretation of independence.</p> <p>Engage in a fluent discussion in which they adequately discuss the correlation between being responsible and being independent. Self-checklist reflects a satisfactory level of self-reflection</p>
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<ul style="list-style-type: none"> • Create a time-line depicting how they have become less dependent on their parent/guardian(s). For example, students no longer need parents to tie their shoelace, make breakfast, get them dressed, etc. 	<p>Critical-thinking Self-reflection Independence Self-discipline Identity</p>	<p>Timeline satisfactorily depicts students' growing independence</p>
<ul style="list-style-type: none"> • Create a smart chart to show the alignment of their personal independence and Jamaica's National Independence. Areas of similarity should include: how we treat our freedom, being fiscally responsible, health, safety and security, caring for self and the environment, caring for each other, educational progress, maintaining our national identity. 	<p>Creating Deducing Make connections Independence Positive self-image Confidence Caring Personal responsibility Identity</p>	<p>Smart chart indicates students' understanding of the ways in which their own personal development aligns with that of their country</p>
<ul style="list-style-type: none"> • In groups, role-play scenarios in which they demonstrate the onus of being responsible for their learning, deportment, chores and safety. Scenarios should highlight good learner ethics and healthy practices, such as punctuality, attentiveness, participation, attendance, good hygiene 	<p>Role-playing Attentiveness Punctuality Volunteerism Caring Digital citizenship Creativity Collaboration Participation Responsibility</p>	<p>Scenarios accurately depict the positive attitudes and healthy practices needed en route to becoming an independent individual</p>

<ul style="list-style-type: none"> • Use prior mathematical skill to design a Snake and Ladder game illustrating their value system. Through meaningful discussion and demonstrating respect for each other, share their reasons for prioritizing items or activities in the specified way. • Create a budget of their week's lunch money and/or allowances. Justify their spending. Have discussion on fiscal responsibility - spending on games, sweets, phone cards, clothing or shoes, versus purchasing material for learning, a nutritious meal or a token of appreciation. Listen to a resource person (banker, accountant, entrepreneur etc.) present on strategies to developing fiscal responsibility. • Make a blog, electronic journal or Facebook page dedicated to two post-independence individuals who have impacted their lives. One person should be a national figure, while the other from their immediate environment. Online or offline research should be conducted to retrieve information. Find creative ways to share information with the class/school. • Write short poems using the colours in the national flag as symbols of various aspects of their journey, 	<p>Designing Valuing/Prioritizing Respect for Others Share ideas</p> <p>Responsibility Self-monitoring Analysing</p> <p>Documenting/blogging Researching</p> <p>Make associations Write poems</p>	<p>Snake and ladder game properly designed and effectively used to show their value systems.</p> <p>Budget reflects fiscal responsibility. Adequate justification for their spending given</p> <p>Blog, electronic journal or Facebook page satisfactorily created and effectively illustrates level of impact on the lives of the students</p> <p>Poems adequately reflect an</p>
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for example the gold could represent a time in their lives when they felt victorious or hopeful.	Reflect on experiences	understanding of the significance of the colours of the national flag to personal independence
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Learning Outcomes

Students will be able to:

- Take responsibility for their learning, deportment, safety and handling chores.
- Describe possible consequences for irresponsible behaviours.
- Prioritize based on their value systems.
- Exercise fiscal responsibilities according to objectives.
- Recognize the similarities between personal and national independence.
- Appreciate the fact that our actions affect persons around us and future generations.
- Demonstrate an active spirit of patriotism for Jamaica as an independent nation.

Points to Note	Extended Learning
<ul style="list-style-type: none"> • Before teaching this unit, teacher should consider the fact that if he/she chooses an Independence song as a class activity, it must have specific relations to Jamaica's birth as a nation or road towards independence. • Additionally, for research, one individual should be a national figure who has contributed to Jamaica's development post-independence (for example T.P. 	<ul style="list-style-type: none"> • Conduct a research on Jamaica's Coat of Arms prior to Independence. In this research you should include: <ul style="list-style-type: none"> ○ An interview of individuals about their awareness of the Coat of Arms that existed before Jamaica got its Independence. ○ Describe and show illustrations of the Coat of Arms that existed before Jamaica got its Independence.

<p>Lecky, Rex Nettleford, Dr. Verene Shepherd) and one community member (pastor, teacher, School Resource Officer), who has impacted the lives of students.</p> <ul style="list-style-type: none"> Remember to include the Quotes and Signature Song and align their interpretation with the issue of personal responsibility. When teaching about fiscal responsibility, be mindful of the fact that PATH beneficiaries are members of your class and may view the discussions in a specific light. 	<ul style="list-style-type: none"> Compare the features and relevance of the Coat of Arms that existed before Jamaica became independent and the one that presently exists. Present the findings in a digital story format, as a selfie video or as a blog. Create a hashtag, for persons to follow their posting.
<p>Resources: Multi-media system, internet access, other digital devices - smart phone/video camera/ camcorder, cartridge paper, marker, ruler Resource persons Article or poem</p> <p>CASE STUDY: National Independence and the symbols</p>	<p>Key Vocabulary: Independence, responsibility, citizenship, value system, budget, fiscal responsibility, grooming/deportment.</p>
<p>Links to other subjects: Math, Drama, Social Studies, Visual Arts, Religious Education, English Language, ICT.</p>	

GRADE 8, TERM 1 UNIT 2

ABOUT THE UNIT

This unit focuses on the attitudes and effects of ethnic diversity in pre-independent Jamaica, as juxtaposed in the values to be learned from group cohesion in post-independent Jamaica. In this unit, students will recognize the value of team work to personal, group and national development. Additionally, the students will be exposed to the concept of patriotism and their role in actualizing Jamaica's Vision 2030.

THEME: Cultural Identity and Heritage

CORE VALUES: Civic pride, Volunteerism, Group cohesion, Respect, Diversity, Team work, Patriotism, Responsibility, Self-monitoring, Creativity, Collaboration, Cooperation, Positive work attitude.

THE NATIONAL SYMBOL(S): The Motto

QUOTE: "Unity is strength... when there is team-work and collaboration, wonderful things can be achieved."
Mattie Stepanek.

POSSIBLE INTERPRETATION: When a group of people work together they will emerge stronger and achieve more than an individual can accomplish alone.

SONG: United We Stand Divided We Fall.

Prior Learning

Check that students can:

- Name the ethnic groups that came to Jamaica and their contributions to the nation.
- Discuss the elements/aspects of our cultural heritage.
- Recall Jamaica's motto.

UNITS OF WORK GRADE 8 TERM 1 UNIT 2 (5 Weeks)

UNIT TITLE: "UNITY AND PROSPERITY"	
<p>Attainment Target 1: Demonstrate an understanding and appreciation of self, heritage and culture and how these contribute to a positive self- image and respectful interaction with others.</p> <p>Theme: Cultural Identity and Heritage</p>	<p>Objectives: By the end of this Unit, students should be able to:</p> <ul style="list-style-type: none">• Define and correctly use key terms and concepts: culture, cultural heritage, group cohesion, ethnicity diversity/ ethnic groups/ethnicity, patriotism, vision.• Develop a logical argument about the link between ethnic diversity and separation as they relate to pre-independent Jamaica.• Cite situations of how disunity affects a group.• Use the National Motto to highlight the importance of unity.
<p>ICT Attainment Target(s)</p> <ul style="list-style-type: none">🖨 COMMUNICATION AND COLLABORATION - Use technology to communicate ideas, information and understandings for a variety of purposes.🖨 DESIGNING AND PRODUCING – Use technology to design and produce multimedia presentations to demonstrate their creative thinking.🖨 DIGITAL CITIZENSHIP – Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice	

<p>online safety and ethical behaviour.</p>	<ul style="list-style-type: none"> • Construct creative pieces demonstrating patriotism. • Critique their role in achieving Jamaica's Vision 2030. • Demonstrate the core values of patriotism, volunteerism, respect, cooperation and positive work attitude. • Demonstrate the attitudes pertinent to group cohesion. 	
Suggested Teaching and Learning Activities	Key Skills/Values	Assessment Criteria
<p>Students will:</p> <ul style="list-style-type: none"> • In groups, students will read and recite the poem, “Jamaica is Our Name” by Alma Norman. Have discussion about the poem, in which they note the ethnic groups that came to Jamaica and how they interacted with each other on the island. • Have a debate in which they argue the moot “Ethnic identity symbolized separation in pre-independent Jamaica”. 	<p>Deducing/infering Discussing Patriotism</p> <p>Debating Research Respecting other’s opinions Collaboration</p>	<p>Students' discussion indicates adequate understanding of the various ethnic groups that came to Jamaica and the nature of their relationship with each other Moot refuted/ defended using accurately researched supporting evidence. Approach to discussion portrays the appropriate behaviours (attitudes and skills).</p> <p>Discussion points are properly positioned with specific examples included on the negative impact of individualism/ separation. Debate as a method portrays</p>

<ul style="list-style-type: none"> • Have a whole-class discussion on points raised in the debate. Look specifically on how separation challenges group cohesion. Responses could include individualism, selfishness, lack of commitment, lack of cooperation and care, lack of team-spirit/work and effort. Identify specific examples of this in their school/ community/nation. • Keep a testimony service/create a folk song/DJ about how disunity affects the group. The testimony/folksong/DJ should speak to results of poor attitudes and ethics related to loss of lives, physical and verbal conflicts, dismantling of group, little or no growth. 	<p>Discussing Respect for Others Cooperation Team-spirit</p> <p>Creativity Volunteerism Unity Empathy/Compassion</p>	<p>critical thinking qualities/ traits- integrity/ honesty and standards</p> <p>Willingly share testimony service/folk song/DJ which effectively treats the issues being discussed</p>
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<ul style="list-style-type: none"> • Making reference to Jamaica's National Motto, "Out of Many, One People", discuss the importance of group cohesion. Points should include unity, development of leadership skills, meeting objectives, growth/prosperity, formation of group identity, develop creativity, respect and tolerance for diversity. • Create a picture collage of themselves demonstrating the attitudes pertinent to group cohesion. Share with peers. Pictures could show students participation in classroom group activities, school group activities (such as in sports/clubs & societies) or community group activities (such as Church choir, Scout, Police Youth Club, Neighbourhood Watch). 	<p>Analysing National pride Group cohesion Unity Group identity Creativity Leadership Respect Tolerance for diversity</p> <p>Creativity Share information Critical-thinking Responsibility Participation Teamwork Volunteerism Group cohesion/Unity</p>	<p>National Motto critically analysed and used to thoroughly discuss the positive impact of group cohesion</p> <p>Picture collages effectively used to document and illustrate personal experiences with group cohesion</p>
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<ul style="list-style-type: none"> Examine the appropriateness of someone burning the Jamaican flag. Through guided discussion, explain what it means to be a patriotic Jamaican citizen and the appropriate behaviour and attitudes that a citizen should display. These behaviours and attitudes, include standing at attention for the National Anthem, having knowledge about our national symbols and observances, being honest, law-abiding, caring, respectful. Conduct an online/offline research on Jamaica's National Developmental Plan - Vision 2030. Write a letter to a friend indicating how they may contribute to realizing the goals of Vision 2030 a reality, i.e. making Jamaica 'the place of choice to live, work, raise families and do business'. 	<p>Patriotism Analysis Honesty Law-abiding Respect for national symbols and customs Care</p> <p>Researching Positive work attitude Participation Togetherness/Unity Group cohesion Patriotism National pride Loyalty Collaboration Enthusiasm Volunteerism</p>	<p>Appropriate behaviour towards national symbols modelled.</p> <p>Letter reflects an understanding of the role of the individual in achieving the National Development Plan</p>
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<ul style="list-style-type: none"> • Reflect on the Vision of the profile of Jamaicans using experiences and observations. 	<p>Reflect on experiences</p>	<p>Reflection shows understanding of concepts, values/virtues. Self - assessment and actions to change or retain appropriate behaviours.</p>
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Learning Outcomes

Students will:

- Recall the contributions of the different ethnic groups towards Jamaica's cultural heritage.
- Cite examples of how the different ethnic groups have contributed to national unity.
- Demonstrate an awareness of how the different ethnic groups in pre-independent Jamaica symbolized separation (divided Jamaica).
- Model desired behaviours that are in keeping with group cohesion.
- Make the link between Jamaica's motto and group cohesion.
- Observe and show respect for national symbols.
- Develop an awareness of the role that they play in achieving Vision 2030.

Points to Note	Extended Learning
<ul style="list-style-type: none"> • Teacher should not re-teach lesson on cultural heritage. • Teachers are reminded not to place emphasis on the content. In this case, do not delve into the matter of cultural heritage, but rather the attitudes and behaviours to be learnt from separation and group cohesion. They should focus on national unity and not achievement by ethnicity. • Additionally, if your class is made up largely of a specific ethnic group, bias should not be shown towards the ethnic groups in our society 	<ul style="list-style-type: none"> • Keep a journal for at least one month, in which they record how they demonstrate patriotic attitudes and behaviours. Pictures and other sources of evidence should be included. • Modify an existing life symbol or create a new one to convey how they see themselves in light of the goals/vision of the profile of Jamaicans. An explanatory note should also be provided to convey the meaning of their symbol.

<p>during discussions.</p> <ul style="list-style-type: none"> • Guide Vision 2030 research to ensure that students focus on the relevant material since the national developmental plan is quite extensive. • Although the unit is about national unity, ensure that discussions surround students working collaboratively to experience and sustain group cohesion. • Use and interpret quotes properly throughout the lesson. • Remember to have the students participate in the singing of the signature song and reflecting on the message, its current influence and any lasting impact . • Consider the value of the ICT attainment targets for various activities. 	
<p>Resources: Internet access, camera/ cell phone, lectern, multimedia system. Poem 'Jamaica is Our Name' by Alma Norman. Vision 2030 Jamaica's National Development Plan.</p>	<p>Key Vocabulary: Culture, cultural heritage, group cohesion, ethnicity diversity/ ethnic groups/ethnicity, patriotism, Vision 2030.</p>
<p>Links to other subjects Visual Arts, Music, Information Technology, English Language, English Literature, Religious Education, Social Studies, Geography.</p>	

GRADE 8, TERM 1 UNIT 3

ABOUT THE UNIT

In this Unit, we examine how the uniqueness of each Caribbean island contributes to regional identity. We also look at how the uniqueness of these islands and the cultural talents of their people influence the development of skills, talents and abilities of others who see them as role - models. Finally, the unit looks at the attributes one must possess and demonstrate to maintain one's uniqueness and also their cultural identity.

THEME: Cultural Identity and Heritage

CORE VALUES: collaboration, respect, patriotism, tolerance, volunteerism, teamwork, resilience, confidence, dedication, being focused, high self-esteem.

THE NATIONAL SYMBOL(S): The flag, the coat of arms

QUOTE: "Our Cultural Diversity has most certainly shaped our national character."- Julie Bishop

SONG: 'Big Deal' by Christopher Martin.

Prior Learning

Check that students can:

- List the countries that are a part of the Caribbean and for what they are known.
- Identify their own gifts or natural talents.
- Chart the journey towards Jamaica's Independence.



UNIT TITLE: FORESTS, WATERS AND SHINING SUN

Attainment Target 1:

Demonstrate an understanding and appreciation of self, heritage and culture and how these contribute to a positive self-image and respectful interaction with others.

Theme: Cultural Identity and Heritage


ICT Attainment Target(s)

-  **COMMUNICATION AND COLLABORATION** - Use technology to communicate ideas, information and understandings for a variety of purposes.
-  **DESIGNING AND PRODUCING** – Use technology to design and produce multimedia presentations to demonstrate their creative thinking.

Objectives

By the end of the unit, students should be able to:

- Explain the key terms and concepts: Uniqueness, culture, skills/talents, resilience, dedication, hard work, self-esteem, confidence, 'smaddy', 'smaddification'.
- Examine why they need to internalize and display the core values of resilience, confidence, dedication, being focused, having a high self-esteem.
- Identify Caribbean islands and examine their cultural forms.
- Assess how each person's uniqueness contributes to their group identity.
- Share their cultural skills and talents that make them unique.

<p> DIGITAL CITIZENSHIP – Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.</p>	<ul style="list-style-type: none"> • Develop a logical argument on how one's uniqueness can influence others. • Creatively demonstrate the attributes needed to maintain uniqueness within a group. 	
Suggested Teaching and Learning Activities	Key Skills/Values	Assessment Criteria
<p>Students will:</p> <ul style="list-style-type: none"> • Listen to music/ watch video clip/ look at pictures that identify the culture of different Caribbean islands e.g. Soca/Steel Pan for Trinidad; Calypso for Barbados; Reggae/Mento/Ska for Jamaica). • Select at least two (2) different artistes from two (2) different genres of music and create a panorama to depict the messages they are promoting about their identity and cultural heritage. • Have a panel discussion in which students role-play Caribbean nationals who are known for their unique contribution to their nationality, ethnicity, religion, social class and generalized. (For example, Sparrow from Trinidad; Shelly-Ann Fraser-Pryce from Jamaica; Kamau Brathwaite from Barbados; Maykel Fonts from Cuba; Prefete Duffaut from Haiti). 	<p>Listening Observing Inferring Regional pride Patriotism Digital citizenship</p> <p>Investigating/Researching Regional pride</p> <p>Discussing Willingness to participate Volunteerism Role-playing Unity National Identity</p>	<p>Cultural forms for various Caribbean islands correctly identified</p> <p>Panorama correctly depicts messages about identity and cultural heritage of the selected artistes. Aesthetic quality of work.</p> <p>Credible arguments given as students role play Caribbean nationals discussing their contributions to society while maintaining their uniqueness.</p>

<p>The discussion should address how the uniqueness of each individual is maintained even as part of a group.</p> <ul style="list-style-type: none"> • Make a table showing how the unique attributes or characteristics of each Caribbean national named above, contribute to their group identity e.g. The Mighty Sparrow is a black Trinidadian who sings Soca music; Shelly-Ann Fraser-Pryce is a female Jamaican athlete who is an Olympic champion; Kamau Braithwaite is male Bajan writer who promotes writing in National language; Maykel Fonts is a black Cuban who popularized the native Salsa Dance; Prefete Duffaut is a Master Haitian sculpture and painter. • Host a class exhibition and/or concert in which they display their skills and/or talents that make them unique. If the exhibition is done, students should mount pictures/Power point/ videos of themselves displaying their skills/talents and also a profile or autobiography. • Using the Caribbean nations as a springboard, discuss the attributes needed to maintain individual uniqueness in a group. (Start by 	<p>Creativity Critical thinking Group identity Regional pride</p> <p>Performing Self-awareness Creativity Designing Summarizing/writing Digital ethics/citizenship</p> <p>Discussing Listening Positive self-esteem</p>	<p>Information presented in the table reflect students' understanding of how the unique attributes of named Caribbean national contribute to their group identity</p> <p>Exhibit/ Concert show students' creativity, skills and talents.</p> <p>Students' behaviour over a period of time reflects positive</p>
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<ul style="list-style-type: none"> • Write an essay in which they will argue how one's uniqueness can positively influence other individuals. 	Reasoning Critical thinking Analysing	The essay arguments are relevant and flow logically
<p>Learning Outcomes</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate a sense of regional identity. • Actively and voluntarily participate in class activities. • Demonstrate respect for the opinions of others, especially during discussions. • Analyse their own uniqueness and how they may be role-model to others. • Practice digital citizenship when conducting research on Caribbean cultural forms and nationals. • Willingly share their talents/skills with the group. 		

Points to Note	Extended Learning
<ul style="list-style-type: none"> • Culture does not only refer to the Performing Arts, but includes all the customs, norms, values attitudes and beliefs of a specific group of people. Core life roles to be used to identify cultural norms, civic values/virtues. • Exhibition may be used on class “Open Day” or even for Departmental Displays. • Using the signature song, examine how having and obeying rules help us to maintain our individual uniqueness and contribution to a positive image of Jamaica. • In discussing the quote, allow students to speak about how their own skills and talents identify them as Jamaican nationals. • As students discuss their uniqueness, engender in them the understanding that these are also attributes of their ‘smaddiness’. • Remember to encourage students and make them feel proud of who they are and what they can do. • Be mindful of students who will avow that they do not have a talent or the skill, or perhaps that their skill or talent is not readily embraced in certain cultural settings. • Allow students to share whatever they are good at doing, once it is appropriate. • Remember to encourage students not to display favouritism and biases during the concert as the students are displaying talents and NOT competing. 	<ul style="list-style-type: none"> • Students will examine their understanding of “Smaddification”. They will interview a family member, community personnel or national figure on how their unique skill or talent makes them feel like “smaddy”. • Students should ask an adult to help them generate questions for the interview. • They should share their findings through a digital story, Facebook page, and school’s website or portfolio or audio recording. These should be stored in the class or school library. • Students update their portfolio with artefacts, reflections. • Students update their learning contract/plan prepared as a part of Form Time or an empowerment session.
<p>Resources: Multimedia system, pictures, display board, video, electronic equipment and other digital devices - camcorder/cell phone, cartridge paper, internet access, textual literature, pictures.</p>	<p>Key Vocabulary: Uniqueness, culture, skills/talents, resilience, dedication, hard work, self-esteem, confidence, smaddy, smaddification.</p>

Links to other subjects:	
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Drama, Music, English Language, English Literature, Geography, Social Studies, Religious Education, Visual Arts, Dance, Mathematics, ICT.

GRADE 8, TERM 2 UNIT 1

ABOUT THE UNIT

This unit is about using community road signs as a metaphor for life's journey. We examine how community names indicate the importance of being identified by a name, as well as the effects of aliases/pet-names on individuals and communities. The unit also lends itself to the exploration of other symbols that are unique to specific communities, such as the community mural, "railway signs" and "farm animals' crossings", and how they speak to who we are as individuals.

The rationale for using these as metaphors is to educate students about their community and other communities in Jamaica, but more emphatically, to indicate that as we journey through life, we will encounter signs to guide us; where we go and how we get there, nonetheless, depends on how we react to the signs we encounter.

THEME: Cultural Symbols, Civic Rituals and Celebrations

CORE VALUES: Obedience, being dutiful, law-abiding, respectful, resilience, dedication, helpfulness, caring.

THE NATIONAL SYMBOLS: Flag,

QUOTE: "Life is one big road with lots of signs, so when you riding through the ruts don't complicate your mind".
Bob Marley.

POSSIBLE INTERPRETATION: Life is complicated and may sometimes be confusing but do not be preoccupied with the difficult moments.

SONG: "Life is a Road with So Many Signs" by Antonio

Prior Learning

Check that students:

- Have knowledge of logos and slogans.
- Know the name of their community.
- Know what is a community mural
- Understand and use simple metaphors integrity

UNITS OF WORK GRADE 8 TERM 2 UNIT 1 (6 Weeks)

UNIT TITLE: LIFE IS ONE BIG ROAD WITH LOTS OF SIGNS SUB-TITLE: SYMBOLS – COMMUNITY IDENTITY	
<p>Attainment Target 2: Understand the significance of, and show respect for symbols, rituals and celebrations.</p> <p>Theme: Cultural Symbols, Civic Rituals and Celebrations</p>	<p>Objectives: By the end of the unit, students should be able to:</p> <ul style="list-style-type: none"> • Carefully explain key concepts such as: community, mural, sign, symbols, metaphor, peer pressure, motivation, inspiration, determination, role-model. • *Exemplify core values such as obedience, being dutiful, law abiding, respectful, resilient, helpful, caring, dedicated. • Explore the meaning of community and the role of technology in the life of communities • Observe/ Obey positive community signs and signals. • Demonstrate respect for community
<p>ICT Attainment Target(s)</p> <ul style="list-style-type: none"> 🖥️ COMMUNICATION AND COLLABORATION - Use technology to communicate ideas, information and understandings for a variety of purposes. 🖥️ DESIGNING AND PRODUCING – Use technology to design and produce multimedia presentations to demonstrate their creative thinking. 🖥️ DIGITAL CITIZENSHIP – Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice 	

<p>online safety and ethical behaviour.</p>	<p>workers.</p> <ul style="list-style-type: none"> • Assess the history behind their community name. • Interpret how names serve as symbols of identification. • Critique the effects of aliases and/or graffiti on communities/individuals. • Analyse the literal and metaphorical uses of some essential services in the community. • Demonstrate how road signs act as caution signals in real life. • Conduct research on street names. • Describe symbols unique to their communities. • Apply concepts related to other community symbols. • Develop an inspiring school/community mural 	
Suggested Teaching and Learning Activities	Key Skills/Values	Assessment Criteria
<p>Students will:</p> <ul style="list-style-type: none"> • Sing a series of Jamaican/folk songs that identify names of places in Jamaica, for example, “Emmanuel Road”, “Powdara (Gal from Annatto Bay)”, “Linstead Market”, “Trench Town Rock”, “Half Way Tree”, “Sweet Jamaica”. Identify the names of places named in the songs, as well as identify the messages being conveyed. Use message to connect with a significant life symbol they had created as a 	<p>Singing Cultural appreciation Orderliness Draw inferences</p>	<p>Names of places in Jamaican/folk songs accurately identified. Messages being conveyed by songs adequately highlighted and discussed. Demonstrate</p>



<p>part of their journey in developing civic virtues.</p> <ul style="list-style-type: none"> • Interview community members or conduct a research on how their community got its name. Engage in class discussion about what their community name means, the message it conveys and the impact the name has on them. Discuss what a mural is, note if their community/ school has one and say what is the message conveyed. In groups design an inspiring mural for their class/ school/ community. Share the finished product and explain to class the desired impact of the mural. • Play the “Place of Fortune Then and Now Game” (played like spin the Wheel of Fortune). Teacher will write the names of places whose image in society has changed over time. As students spin the wheel, they will be asked to talk about the present image of the community on which the arrow lands. Students will be encouraged to talk about the past of the community, if they are able to do so. (Suggest communities that have changed significantly over the years). Have discussion about what has caused the change in perception about the communities. For example “35 rare photos of Jamaica before 1900”. • Using the examples of well- known communities, role-play situations showing decisions/actions that cause our names to attract stigmas. For example, peer 	<p>Interviewing Researching Discussing Respect Participating Innovation Collaboration</p> <p>Cooperation Discussion Critical-thinking Respect for past</p> <p>Role-playing Creativity Critical-thinking</p>	<p>appreciation for knowledge preserved by songs. Evidence of life symbol.</p> <p>Interview/research reveals precisely how the community in which they live got its name. Class/ community/ school mural effectively designed to convey inspirational message</p> <p>Cooperate to play game. Spirited discussion in which they are able to talk about how some communities' images have changed over time and what has caused the perception to change.</p> <p>Role-play is creative, shows that students are thinking critically, and</p>
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<p>pressure, intrinsic motivation, home situation, spiritual conviction, media, clubs/societies and interest groups.</p> <ul style="list-style-type: none"> • Play the “Who deh ‘bout game?” where they identify each other by their alias/pet-name. From the game, engage in a discussion on the effects aliases/pet-names have on individuals and communities. For example, aliases/pet-name may make persons become withdrawn, aggressive/boisterous, embarrassed, feel special, feel encouraged/ inspired, feel proud or somehow send the wrong message about who you are. 	<p>Cooperation Discussing Volunteerism Respect Identity</p>	<p>highlight that peer pressure, intrinsic motivation, home situation, spiritual conviction, media, clubs/societies and interest groups, are examples that cause our names to attract positive or negative stigmas.</p> <p>Cooperate and play game in which they identify each other by aliases. Demonstrate respect in the game and discussion on the effects of alias/pet name on individuals and communities. Identify that aliases/pet-name may make persons become withdrawn, aggressive/boisterous, embarrassed, feel special, feel proud, or somehow send the wrong message about who you are.</p>
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- Make a table in which they analyse literally or metaphorically how the symbols of some essential services in their community connect with their own lives. The table should have four columns with the headings: Essential Service, Picture or Drawing of Symbol, Description of Symbol, How I react to symbol and How Symbol Connects to my Life, for example, the Jamaica Constabulary Force (JCF) has a symbol that has a crown, a crocodile sitting on top of a cross and five golden pineapples. The police are people we should respect and obey. Police officers are not our enemies, therefore, we should work with them to serve and protect the people of our island. The JCF symbol could represent that we need to be law-abiding, dutiful, obedient, protectors and servers to each other.

Constructing
Analysing/ Deducing
Critical-thinking
Obedience
Being dutiful
Being law-abiding
Critical-thinking
Creativity
Appreciating
Hospitality
Orderliness

Table is accurately labelled, correctly constructed and highlights at least five essential services. Metaphors are appropriately analysed citing values and attitudes.

Essential Service	Symbol	Description of Symbol	Connections to My Life
Jamaica Constabulary Force (JCF)/The Police	 To serve and protect	The JCF symbol has a crown, a wreath, a crocodile sitting on top of a cross, and five golden pineapples	The police officers are not our enemies. They protect us.
The Hospitals of Jamaica	 Healthcare	The capital or uppercase 'H'	The healthcare professionals try their best to help us to heal

	for all Jamaicans	by providing us with the best healthcare.		
<p>Another example is the hospital sign. The symbol is the capital letter 'H'. When we see the hospital sign, we must be quiet. Pedestrians should not speak loudly and motorists should not honk their horns. We should treat the hospital staff with respect and behave orderly. Metaphorically, the 'H' means that we should be helpful and hospitable.</p>			<p>Creating Critical-thinking Inspiring and motivating Collaborate Sensitivity</p>	<p>Poem/song indicates creativity. Students think critically and link metaphorical concept to other community signs.</p>
<ul style="list-style-type: none"> • Create a poem or song in which they apply the concept of using other community signs/symbols/landmarks as metaphors for their daily lives. For example, the “gas station” sign could mean that we all need re-fuelling through rest, relaxation, motivation and inspiration; the “street signs/names” could indicate that we should endeavour to leave a legacy, while shop signs and advertisements could connote a myriad of meanings. 			<p>Technology, collaboration, digital citizenship</p>	<p>Illustration conveys the multiple roles of technology but in the context of community activities of individuals and groups. Concepts are properly used; reviewers profile</p>
<ul style="list-style-type: none"> • Illustrate using visuals such as comic or cartoon, poster, storyboard etc, the role of technology in a community of their choice to include: Communication, collaboration, celebrations, work execution, “good” digital citizenship. Share their visuals and invite selected peers to review and provide feedback using a rubric. They should give reasons for their selection of reviewers and should make changes if required. The decision to retain product as is should be justified. 				

		<p>considered in making choices, justification is supported with evidence, demonstration of positive attributes by presenters and reviewers. Evidence of responsible use of ICTs – See Attainment Targets.</p>
<p>Learning Outcomes Students will be able to:</p> <ul style="list-style-type: none"> • Explain the history behind their community name. • Discuss how names and aliases identify who we are and how we change. • Show an appreciation for persons who record history and share it orally. • Collaborate to achieve class objectives (such as playing games). • Creatively construct artistic item(s) about community signs. • Become aware of the signs and symbols in their community. • Link community signs and symbols to their own lives. • Explain that life has challenges, but our decisions to some extent determine our destination. • Determine their typical behaviours that confirm/validate a positive profile as local/global citizens. 		

Points to Note	Extended Learning
<ul style="list-style-type: none"> • The signature song may be found on YouTube at: https://www.youtube.com/watch?v=0jl2zDUkxZI. • The teacher has the option to select a more contemporary song that connotes the same meaning. • Emphasis is to be placed on the meaning of community and their role in the kind of profile the community has. The link between collaboration and community should be made. • While analysing the symbols of other essential services in the community, core values must be emphasized. For example, if talking about the Hospital, the symbol 'H' could mean that we must be helpful, hospitable, hard-working, caring. • The unit is one that can spark heated discussions because the content is very close to home. Ensure that students respect each other's opinions as they talk about their communities and also themselves. As best as possible, steer discussions away from persons revealing intimate details about themselves, community and others. 	<p>Design a 3D model of a community that indicates your journey through life. You decide where you are heading (maybe towards passing your CSEC or having a career) and the direction to get there (maybe you will take many curves or cross bridges).</p> <p>Mount signs on the roads and buildings. These signs should give hints on how to proceed through life. For example, the first sign could read, "My journey to success begins here".</p> <p>For graphic examples of life road signs go to the website below: https://www.google.by/search?q=life+and+road+signs+quotes&hl=en&tbm=isch&source=Inms&sa=X&ved=0ahUKEwjXsMLxxvvaAhUOn1MKHWuAAfA4ChD8BQgKKA&biw=1366&bih=652&dpr=1</p>

<p>Resources: Textual materials on community “Place of Fortune Game”, cardboard, cartridge paper, markers, glue, multimedia system, internet access, pictures. Resource persons</p>	<p>Key Vocabulary: Community, signs, symbols, metaphor, peer pressure, motivation, inspiration, determination, role-model.</p>
<p>Links to other subjects: Social Studies, English Language, Mathematics, English Literature, Drama, Visual Arts, ICT.</p>	

GRADE 8, TERM 2 UNIT 2

ABOUT THE UNIT

This unit speaks to protocol and procedures that are observed during rituals and ceremonies at the national and community level. It highlights the core values that must exhibit desired behaviour during the observance of rituals and celebrations.

THEME: Cultural Symbols, Civic Rituals and Celebrations

CORE VALUES: Orderliness, respect, civic pride, volunteerism, cooperation, appreciation.

THE NATIONAL SYMBOL(S): the flag, the national anthem and pledge

QUOTE: “It is by education that we become prepared for our duties and responsibilities in life. If one is badly educated, he must naturally fail in the proper assumption and practice of his duties and responsibilities.” Rt. Excellent Marcus Garvey.

POSSIBLE INTERPRETATION: A quality education is what prepares you to function effectively in society

SONG: “Land of My Birth” by Eric Donaldson

Prior Learning

Check that students can:

- Explain the following concepts: Celebrations and rituals.
- Engage in activities that are included in national celebrations.
- Display appropriate behaviour in social settings.

UNITS OF WORK GRADE 8 TERM 2 UNIT 2 (5 Weeks)

Focus Question: How Do I Value Rituals and Celebrations?	
<p>Attainment Target 2: Understand the significance of, and show respect for symbols, rituals and celebrations</p> <p>Theme: Cultural Symbols, Civic Rituals and Celebrations</p>	<p>Objectives: By the end of the unit, students should be able to:</p> <ul style="list-style-type: none">• Carefully explain the key terms and concepts: Celebration, civic ceremonies, rituals, protocols, procedures.• Observe the correct protocol at national ceremonies and functions.• Display national pride.• Demonstrate attributes of the ideal Jamaican.• Observe the extent to which individuals are aware of the protocols involved in national activities.• List rituals and celebrations that are
<p>ICT Attainment Target(s)</p> <ul style="list-style-type: none">🖥️ COMMUNICATION AND COLLABORATION - Use technology to communicate ideas, information and understandings for a variety of purposes.🖥️ DESIGNING AND PRODUCING – Use technology to design and produce multimedia presentations to demonstrate their creative thinking.🖥️ DIGITAL CITIZENSHIP – Recognise the ethical, social and legal issues and implications related to the use of technology.	

	<p>practised at the national level and the community level.</p> <ul style="list-style-type: none"> • Assess the behaviour of individuals towards national celebrations. • Cite evidence of how community members behave when one of their own is recognized in the national honours and awards held yearly. • Use logical arguments to analyse the extent to which individuals show respect for the various celebrations that are used to observe the arrival of specific groups. • Assess the extent to which “Standing on Ceremonies” are seen as relevant in communities across the nation. • Draw conclusions about the significance of the ways in which the rituals are observed in specific communities. 	
Suggested Teaching and Learning Activities	Key Skills/ Values	Assessment Criteria
<p>Students will:</p> <ul style="list-style-type: none"> • Critique the behaviour of Jamaicans by watching a brief video clip of the very first time when the Jamaican flag was flown versus persons attending a function where the National Anthem is being played. 	<p>Critical thinking Patriotism National pride</p>	<p>Watch video clippings and show an awareness of the behaviour displayed by fellow Jamaicans during national ceremonies.</p>

<ul style="list-style-type: none"> • Create graphic organizer to illustrate/categorize the different rituals and celebrations that are practised at the national level and the community level. For example, at the community level we have graduation ceremonies, community civic ceremonies, breadfruit festival and Denbigh Agricultural show. At the national level there is the Prime Minister's Youth Awards, The National Honours and Awards Ceremonies, Maroon Celebrations, Indian Arrival Day and the Chinese New Year. • Work in groups to demonstrate through role-play specific protocols to be observed at these national or community- level celebrations. 	<p>Categorize</p> <p>Creativity</p> <p>Making observations</p> <p>Creative expression</p> <p>Collaboration</p> <p>Role play</p> <p>Research</p> <p>Make appropriate choices</p>	<p>Graphic organizers are creatively developed and reflect accuracy in categorizing celebrations. Role play adequately indicates the relevant protocols to be observed at selected celebrations</p>
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<ul style="list-style-type: none"> • Conduct an interview where students will ask questions that will capture how the members of their community view the relevance of national ceremonies and their behaviour towards national ceremonies. Evaluate the significance and appropriateness of these behaviours. • Participate in a class debate to ascertain logical arguments for or against individuals' acceptance of the importance of the various rituals observed in celebrations of the Accompong Maroons Festival, the Indian Day, Chinese New Year's and 'Standing On Ceremonies' such as opening of Parliament, Heroes Day and Good Friday. 	<p>Questioning Awareness Evaluate behaviours</p> <p>Debate Expressing thoughts Respect Acceptance Collaboration</p>	<p>Questions are relevant to facilitate the required data. Students' evaluation of information garnered from the interviews indicate their understanding of what behaviours are appropriate/ inappropriate</p> <p>The debate should effectively reflect the stance of students about the extent to which they accept the importance of the various ceremonies observed.</p>
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Learning Outcomes

Students will be able to:

- Show awareness of how Jamaicans should behave during celebrations both at the national and community levels.
- Identify the rituals practised in celebrations both at the national and community level.
- Demonstrate behaviour that shows the level of acceptance and respect for the various celebrations that are observed nationally and at the community level.
- Use their creativity to highlight the significance of the various ways in which rituals and ceremonies are observed in their community.
- Demonstrate responsible use of technology that is characteristic of “good” digital citizens
- Reflect on the influences/experiences of engaging in activities to convey personal development and/or areas for further learning/development.

Points to Note	Extended Learning
<ul style="list-style-type: none">• Students must highlight procedures and protocols that must be observed in the different rituals and celebrations nationally and at the community level.• ‘Standing On Ceremonies’ refer to ways in which individuals are expected to behave in specific celebrations such as the playing of the National Anthem and the arrival of the Governor General.• Teachers are expected to guide the students in recognizing the importance of observing the protocols and desired behaviours during rituals and ceremonies.	<ul style="list-style-type: none">• Students will write a letter to their principal about the different breaches that they have observed over a period of a week. Students should also make suggestions to their principals the ways in which desired behaviours can be achieved.• Portfolio – after discussion and reflection on protocols students in groups should make a brochure on classroom protocols.• Students and teachers will follow protocols and keep records. Each week they will plot a graph of their choice to show how frequency they followed the agreed protocols.
Resources: Multimedia and other digital devices, YouTube videos, cartridge paper, scissors, glue/tape, crayons/pencils.	Key vocabulary: Celebration, civic ceremonies, rituals, protocols, procedures.

Links to other subjects:	
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Social Studies, Language Arts, Visual and Performing Arts,
ICT

GRADE 8, TERM 2 UNIT 3

ABOUT THE UNIT:

In this unit students will continue to build their character by participating in activities to develop respect for self and others, discipline, orderliness, integrity, honour and service. This will be achieved through examining the values embedded in symbols, rituals and celebrations associated with the national emblems, the national awards and honours and uniform groups. Students will be exposed to the protocols and appropriate behaviour to be displayed at functions. They will be encouraged to celebrate their achievements and the achievements of others who have worked diligently and given exemplary service to the country.

THEME: Symbols, Rituals and Celebrations

CORE VALUES: respect, appreciation, orderliness, civic pride, loyalty, integrity, honour, diligence, service

THE NATIONAL Emblem/SYMBOL(S): Coat of Arms, the Jamaican Flag, the National Anthem

QUOTE: There is no force like success, and that is why the individual makes all effort to surround himself throughout life with the evidence of it; as of the individual, so should it be of the nation." *Marcus Garvey.*

SONG: National Song "I Pledge My Heart Forever" by Victor Stafford Reid

"Book of Rules" by the Heptones

UNITS OF WORK GRADE 8 TERM 2 UNIT 3

UNIT TITLE: "Standing on Ceremony "

Attainment Target 2: Understand the significance of, and show respect for symbols, rituals and celebrations

Theme: Symbols, Rituals and Celebrations

Objectives:

By the end of the unit, students should be able to:

- Explain the terms protocol, ceremony, title, ritual, honour, symbol, motto, national emblems
- Review the protocols to be observed when using the national emblems; the National Anthem, the State Arms/Coat of Arms, the Flag
- Use appropriate titles when making reference to national heroes, persons in a position of authority and those who have received national honours
- Adhere to established protocols at national, community and school functions
- Display appropriate behaviour and encourage others to do the same at national, community and school functions
- Show respect for all members of the society
- Examine symbols and mottos associated with uniform groups and use the values identified to regulate and guide behaviour of self and others
- Recognise the importance of symbols, rituals and celebrations and what they represent to individuals and the nation
- Celebrate their achievements and the achievement of others and the country
- Recognise and appreciate the role that uniform groups play in developing skills and instilling wholesome values in the young

<p>ICT Attainment Targets</p> <ul style="list-style-type: none"> ✚ COMMUNICATION AND COLLABORATION-Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others. ✚ DESIGNING AND PRODUCING - Use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations. ✚ RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING- Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions. ✚ DIGITAL CITIZENSHIP- Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice and online safety and ethical behaviour. 	
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Suggested Teaching and Learning Activities Students will:	Key Skills/Values	Assessment Criteria
<p>Conduct online/offline research to find out the correct way to address the Governor General, the Prime Minister and the Member of Parliament. Use the information gathered to plan and execute a role play in which the Governor General, the Prime Minister, members of the diplomatic core, the Member of Parliament, the mayor and councillor visit the school at a Jamaica Day</p>	<p>Respect for persons in position of authority</p> <p>Observe protocols</p> <p>Courtesy</p>	<p>Protocols correctly observed in the execution of welcome and introductions</p>

<p>celebration. Students will work in collaborative groups to plan the visit of the dignitaries to the school. They will greet the visitors when they arrive at the school, write and deliver the welcome and an introduction for each visitor. Students will also introduce the administrators of the school and the classroom teacher. Students will sing the folk song “Long Time Gal” for the visitors. https://www.youtube.com/watch?v= Fy39wPedmY Visitors may be presented with tokens made by the students/community. Protocols related to the national emblems must be observed during the function.</p> <p>Discuss the Jamaican proverbs “Howdy and tenky nuh bruk nuh square” “Back a dwag a dwag in front a dwag a Mr Dwag”. Discussion should include how they are treated by others in the school and community and how they treat others in the school and community. Write a story/song/poem based on the proverbs. Make a journal entry about their experiences when they greet members of the school or community and the responses they receive.</p> <p>“Respect Remix Challenge” Listen to the song Respect Due by Little Twitch and create their own song about respect.</p>	<p>Showing respect for all Jamaicans Decency Being genuine</p> <p>Respect</p>	<p>Story/ song/ poem should accurately outline the use of appropriate titles e.g. Miss, Mrs, Mr, Aunty, Uncle, and appropriate greetings e.g. good morning, good afternoon.</p> <p>Lyrics of the song should adequately</p>
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<p>https://www.youtube.com/watch?v=PPQafZ-qJwI</p> <p>Listen to an Anancy story and identify the titles used for the characters e.g. Brer, Maas, Aunty, Sister, Uncle. Participate in class discussion about the use of titles preceding the names of characters. Conduct online/offline research on African traditions surrounding respect for the elderly and the use of titles. Write a story or create a video about showing respect for the elderly and other members of the community.</p> <p>Listen to a resource person from the Jamaica Fire Brigade, Jamaica Constabulary Force and the Jamaica Defence Force. The presentation should include the structure of their organisation including the titles used for each rank, the motto and symbols used by the organisations and what the symbols mean. Students will participate in mini parade where they are taught how to stand at attention and how to salute. For the parade all students must be in full and correct uniform. The officers will conduct an inspection. Make a journal entry reflecting on the values taught by uniformed groups and how they could apply these to</p>	<p>Honour Loyalty</p> <p>Discipline Orderliness Following instructions Department</p>	<p>detail suitable ways to demonstrate respect for all persons</p> <p>Story/video must adequately include scenes where honour is shown to all persons. Appropriate titles are also used.</p> <p>Journal entries indicate an understanding of the symbols and practices of uniformed groups and how these translate into sound values and discipline to regulate behaviour.</p>
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<p>their own lives</p> <p>Watch a video presentation on the opening of the Jamaican Parliament. Note the following: the order in which the officials arrive, Ceremonial dress, protocols, the titles for individuals i.e. how officials are addressed, the actions of the Governor General e.g. inspection of the guard, the flags and insignia used, badges worn. Compare the opening ceremony with a function at school such as prize giving or graduation.</p> <p>Write a reflective piece on the opening ceremony and graduation ceremony and the symbolism and significance of both events. The opening of parliament and graduation symbolize the beginning of a new phase, recognition of achievement and the setting of targets for moving forward.</p> <p>Transform their classroom into a “Club House Paradise” which is a display and interactive space for the uniform groups and clubs. Conduct online/offline research on uniformed groups such as Girls Guide, Boy's Scout, 4 H, Rangers, Cadets, Red Cross and set up display booths. Write notes on pieces of paper and stick them on a “Memory Wall”. The notes would include their experiences in/with the uniform groups e.g. skills and</p>	<p>Observing protocols Orderliness Making comparisons Punctuality Preparedness</p> <p>Research Teamwork Summarise information</p>	<p>Comparison should include the protocols, rituals and symbols.</p> <p>The booths should accurately represent information on uniform groups of choice. Adequate focus given to the experiences, skills and values garnered from the</p>
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<p>values learnt, and their personal interpretation of the symbols</p> <p>Conduct research on the national honours and awards given to Jamaicans. They will create a “Jamaican Award Show”. Students will identify individuals in their school community that they consider deserving of an award. They will establish criteria for the selection of the awardees. Work in collaborative groups to develop categories and design awards and mottos.</p> <p>Read the quote “There is no force like success, and that is why the individual makes all effort to surround himself throughout life with the evidence of it; as of the individual, so should it be of the nation.” Marcus Garvey” and create a list of ingredients/values needed to achieve success. Students will create a recipe using the ingredients for success. The measurement for ingredient must be included e.g. 2 cups of hard work, 1 cup of diligence, 1 cup of determination</p>	<p>Service Appreciation Team work Research Creativity</p> <p>Hard work Service Integrity Diligence</p>	<p>various uniformed groups.</p> <p>Demonstrate thorough understanding of praiseworthy virtues which could be celebrated nationally and in their community</p> <p>At least four significant values associated with success identified</p>
<p>Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> • Address persons by their correct titles in writing and speaking in both formal and informal settings. 		

<ul style="list-style-type: none"> • Observe established protocols while attending school, community and national functions • Be punctual and appropriately attired for all functions • Demonstrate appropriate behaviours during functions at school, in the community and at national events. • Regulate their own behaviour and actively encourage others to conform to expected norms and values • Demonstrate respect for self and others regardless of age, sex, race, colour, religion • Become a member of a uniform group and imbibe the values of group to become a part of their character • Demonstrate the protocols surrounding the use of the national emblems • Express gratitude to individuals who have given exemplary service to the country • Reward self and others in tangible and intangible ways 	
<p>Points to Note Students must know the titles for national heroes, political leaders, head of the security forces, members of diplomatic core, education and religious leaders. Teachers must model and reinforce the core values</p>	<p>Extended Learning: Conduct additional research on the army and police force. Review journal entries made in Grade 7 and Term 1 in Grade 8. Engage in self-examination to identify changes in behaviour, attitudes and values e.g. I am more disciplined, I am more respectful to those who I interact with, I am punctual for school.</p>
<p>Resources: JDF Military Museum and Library, Jamaica Information Service, Jamaica Archives,</p>	<p>Key Vocabulary : Titles, protocol, ceremony, discipline, diligence, ritual, honour, symbol, motto, national emblems, function, punctuality, deportment</p>
<p>Links to Other Subjects: Social Studies, English Language, Drama, Music, History, Physical Education, Resource & Technology</p>	

GRADE 8, TERM 3 UNIT 1

ABOUT THIS UNIT

The unit uses Regional Integration as the Case Study to allow students to interrogate the need for group cohesion and success. It focuses on building students' sense of responsibility, fairness, equity, justice and order by examining how our actions and decisions affect the larger community, and not just us. Additionally, the Unit uses Jamaican proverbs to build a sense of cultural awareness, national pride and also accentuate the need for regional bodies, agencies, organisations and legislations.

THEME: Human Rights, Civic Responsibilities and Cultural and National Stewardship.

CORE VALUES: respect, group cohesion, collaboration, cooperation, unity, respect, motivation, rights, responsibility, fairness, equity, order, regional pride, discipline, empathy.

THE NATIONAL SYMBOLS: Find the symbols for the following: Caribbean Court of Appeal, CARIFESTA, Caribbean Cricket Crest, CXC

QUOTE: "No man is an island, entire of itself; every man is a piece of the continent." John Donne.

POSSIBLE INTERPRETATION: Human beings need to be a part of a community to be successful.

SONG: "No man is an island"
"I need you to survive"


Prior Learning

Check that students can:

- Name the Caribbean islands.
- Have a discussion on rights and responsibilities.
- Speak about acceptable and unacceptable behaviours.

UNITS OF WORK GRADE 8 TERM 3 UNIT 1 (4 Weeks)

UNIT TITLE: ONE HAN' CAAN CLAP. SUB-TITLE: DO I RESPECT MY NEIGHBOUR'S RIGHTS?	
<p>Attainment Target 3: Demonstrate an understanding and awareness of rights and responsibilities as citizens, and through this awareness, participate in effective leadership and governance and interact with the environment in a sustainable manner.</p> <p>Theme: Human Rights, Civic Responsibilities and Cultural and National Stewardship.</p>	<p>Objectives: By the end of the Unit, students will be able to:</p> <ul style="list-style-type: none">• Define the key terms and concepts: collaboration, cooperation, unity, sustainable development, motivation, rights, responsibilities, proverb, fairness, equity, order.• Analyse Jamaican proverbs that speak against division.• List areas of regional integration in the Caribbean.• Discuss our rights and responsibilities towards each other in the region.
<p>ICT Attainment Target(s)</p> <ul style="list-style-type: none">🖨 COMMUNICATION AND COLLABORATION - Use technology to communicate ideas, information and understandings for a variety of purposes.🖨 DESIGNING AND PRODUCING – Use technology to	

<p>design and produce multimedia presentations to demonstrate their creative thinking.</p> <p> DIGITAL CITIZENSHIP – Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.</p>	<ul style="list-style-type: none"> • Create artistic design showing appropriate ways in which we demonstrate our rights and responsibilities as a group. • Dramatize the effects of breaching/violating the rights of others. • Create a ring game that requires interdependence. • Write a reflection on the benefits of collaborating. • Demonstrate empathy for others. • Value the need for cooperation and collaboration. • Respect the opinions and space of others. • Express regional pride. • Appreciate the need for orderliness and discipline. 	
Suggested Teaching and Learning Activities	Key Skills/Values	Assessment Criteria
<p>Students will:</p> <ul style="list-style-type: none"> • Examine possible meanings of a range of Jamaican proverbs that speak to the fact that we need each other. For example, “One Han’ Caan Clap”, “One 	<p>Collaborating Empathy Critical-thinking Discussing</p>	<p>Dramatic presentation should adequately include keen examination of Jamaican Proverbs that speak to the fact that we need each other. The focus must be on the critical insights of the</p>

<p>Finga Kean Ketch Lice” and “One han’ wash the adda”. Students should be organised in collaborative groups. Each group will be given a proverb and asked to dramatize to show understanding of the proverb.</p> <ul style="list-style-type: none"> • Use one of the Jamaican proverbs as the theme for a regional conference to discuss the relevance of regional bodies and organisations during a natural disaster e.g. hurricane or volcanic eruption or a pandemic e.g. COVID 19. Student delegations to the conference will represent Caribbean agencies and concentrate on the role, relevance and functions of CDEMA, CSME, UWI, 	<p>Critical-thinking Discussing Researching Organising a presentation</p>	<p>need for empathy, cooperation and collaboration.</p> <p>Presentations from each delegation must show how cooperation can help to solve regional problems. Role of Caribbean organizations/events in regional integration is adequately explained</p>
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<p>CARIFESTA, CARIFTA Games, and Caribbean News Agency (CANA).</p> <ul style="list-style-type: none"> • In groups, create a power point presentation/vox pop in which they discuss the achievements and outstanding personalities among countries in the Caribbean region. These should include: <ul style="list-style-type: none"> - CARIFESTA. - West Indies Cricket Team. - Outstanding Caribbean nationals -Dereck Walcott, Arthur Lewis, Usain Bolt, Rex Nettleford, Bob Marley - Contributions to global culture – reggae, calypso, steel pan. 	<p>Research Regional pride Creativity</p>	<p>PowerPoint presentation/vox pop should include the achievements of at least two Caribbean nationals. A sense of loyalty and pride in the achievement of the Caribbean should be evident. Achievements should be seen as a vehicle for uniting us as a region and giving us a sense of accomplishment.</p>
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<p>sure I do not work illegally in another Caribbean island.</p> <ul style="list-style-type: none"> - I have a right to access goods and services from my Caribbean Neighbours. - It is my responsibility to provide economical support to my Caribbean neighbours. - I have a right to practice my religion anywhere in the region. - It is my responsibility not to impose my religious belief on others. <ul style="list-style-type: none"> • Work in collaborative groups to create a mural or poster showing the appropriate ways in which we demonstrate our rights and responsibilities with respect to fairness and equity • Present a dramatic piece in which they show the effects of breaching/violating the 	<p>Designing Fairness Equity Justice</p> <p>Creativity Respect for others Responsibility</p>	<p>Mural or poster should include images that depict fairness, equity, and justice</p> <p>Dramatic piece should be creative and clearly show the impact of</p>
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<p>make a chain with links. Each link should represent an area of regional cooperation e.g. education- UWI and CXC. Chain should include open links which represent areas where more cooperation is needed across the region e.g. justice –CCJ, competition among manufacturers</p> <ul style="list-style-type: none"> In groups, students will create an original ring game/ board game/ online game based on human rights that requires all the participants to be interdependent. Games may be based on the following rights: Right to life, liberty and security of person. Right to be treated fair by the court Right to clean and safe 	<p>Participation Creativity Collaboration Interdependence Reflect on experiences Equality Unity</p>	<p>Ring game developed adequately addresses the art of interdependence. Game must be based on at least one right.</p>
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<p>environment</p> <p>Make a note of the lessons to be learnt from each game.</p> <ul style="list-style-type: none"> Write a reflective journal entry on the benefits of working together as a group. Students are expected to reflect on the ring game they create (and play), and the lessons learnt. Their entry should spotlight the fact that we are stronger together; unity is needed for sustainable development - greater things are accomplished, and tasks are done more efficiently. 	<p>Reflecting Unity Respect for others Efficiency Sustainability Cooperation Collaboration Critical-thinking Interdependence Group cohesion Writing Critical-thinking Journaling</p>	<p>Journal entries satisfactorily reflect the benefits of collaboration</p>
<p>Learning Outcomes Students will be able to:</p> <ul style="list-style-type: none"> Demonstrate regional pride and integration through true collaboration with peers and others. Conduct research on regional integrated bodies, organisations and legislations. Pinpoint the benefits of collaborative efforts. Identify their rights and responsibilities in ensuring group cohesion. Uphold the rights of others and support their efforts to be responsible. 		

- Demonstrate responsible behaviours that are aligned with their rights.
- Share ideas, thoughts and opinions in a respectful way.
- Show respect for self and others.
- Work cooperatively to complete mural, poster and ring games and other activities.

Points to Note	Extended Learning
<ul style="list-style-type: none"> • Allow students to pay keen attention to the quote and apply it to how they function when asked to do collaborative work in the classroom. • Students can sing either signature songs, or the teacher may use the two to emphasize the point that we need each other. • Have students research about CARICOM, UWI, CARIFESTA, CARIFTA, CARIFTA Games, CANA, Baseterre Treaty and the Regional Treaty on Security Assistance, prior to teaching the unit. • Teacher must underscore that when we talk about group cohesion and working together as a collective unit, we are examining positive groups that collaborate for the good of all. Organized criminal gang activities should be strongly discouraged. Students may want to highlight that these gangs are highly organized, but teacher, in a sensitive way, should steer discussion to positive groups and also to the classroom setting. Address the consequences and implications of violating ethical, moral, spiritual codes of conduct for self, family, communities, country and the world at large. 	<ul style="list-style-type: none"> • Draw a map of the Caribbean. Instead of identifying the islands by name, identify them by a significant person in your life. Make a key and give a description of what the individual represents and their connection to the specific island. For example: On my map, I would label the island Jamaica as “Nicole”, which is my name. Then I could label Cuba, “Kamiesha”, who is my cousin. She is the person who is closest to me. She is lively, vibrant and disciplined. • Review and update meaning of life symbol to portray Caribbean focus. • Interview Culture Agents and leaders of clubs and societies in their schools on their role and the impact they are having on students' development of positive values and attitudes. The findings should be shared with these persons in a creative/ aesthetically appealing manner.
<p>Resources: Copies of Jamaican proverbs, multimedia system and</p>	<p>Key Vocabulary: Collaboration, cooperation, unity, sustainable</p>

<p>other digital devices, access to the internet, texts about Caribbean Integration, cardboard, cartridge paper, marker, glue, tape, scissors.</p>	<p>development, motivation, rights, responsibilities, proverb, fairness, equity, order.</p>
<p>Links to other subjects Social Studies, Religious Education, HFLE, English Language, Visual Arts, ICT, Drama.</p>	

GRADE 8, TERM 3 UNIT 2

ABOUT THE UNIT

This Unit uses common environmental problems faced by countries in the Caribbean as the Case Study. Through this, students examine how their right intentions, but wrong doings speak volumes about our character and our integrity as a people. Students will explore the role of some environmental protection agencies in the Caribbean, and also ways in which each of us can help to protect the environment and natural resources of the region. It is expected that as students interface with the unit, they will develop integrity, moral consciousness, regional and national pride and a sense of responsibility.

THEME: Human Rights, Civic Responsibilities and Cultural and National Stewardship.

CORE VALUES: empathy, regional pride, orderliness, discipline, equality, fairness, punctuality, unity, harmony, honesty, integrity, moral consciousness, regional and national pride and a sense of responsibility.

THE NATIONAL SYMBOL:

QUOTE: “Don’t be misled, bad company corrupts good character” 1 Corinthians 15 V 33 (NIV)

POSSIBLE INTERPRETATION: If you allow yourself to be influenced by people who practice immorality, you will eventually loosen your own moral convictions. Be careful of your associations.




SONG: The teacher may choose an appropriate song aligned to the Unit.

Prior Learning

Check that students can:

- Differentiate right from wrong.
- Identify environmental issues.

UNITS OF WORK GRADE 8 TERM 3 UNIT 2 (4 Weeks)

UNIT TITLE: UNITED WE STAND, DIVIDED WE FALL	
<p>Attainment Target 3: Demonstrate an understanding and awareness of rights and responsibilities as citizens, and through this awareness, participate in effective leadership and governance and interact with the environment in a sustainable manner.</p> <p>THEME: Human Rights, Civic Responsibilities and Cultural and National Stewardship.</p>	<p>Objectives: By the end of the unit, students should be able to:</p> <ul style="list-style-type: none"> • Define key terms and concepts: environment, environmental agencies, environmental woes, pollution, mining, dredging, excavating. • Practice environmental consciousness/awareness. • Analyse a popular Jamaican song about decisions that we make. • Examine developmental plans in the Caribbean and the sometimes detrimental impact these have on the environment. • Collaborate to debate moot dealing with how we treat the environment.
<p>ICT Attainment Target (s):</p> <ul style="list-style-type: none">  COMMUNICATION AND COLLABORATION - Use technology to communicate ideas, information and understandings for a variety of purposes.  DESIGNING AND PRODUCING – Use technology to design and produce multimedia presentations to demonstrate their creative thinking.  DIGITAL CITIZENSHIP – Recognise the ethical, social and legal issues and implications related to the use of 	

<p>technology.</p>	<ul style="list-style-type: none"> • Discuss negative repercussions of developmental efforts in the Caribbean. • Research Caribbean agencies instituted to protect the region's environment. • Record a jingle on how we can alleviate environmental woes. • Interrogate Jamaican proverbs that speak to right intentions but wrong actions. • Discuss the possible meanings of the Unit quote. • Design a concept map about factors that influence decision- making. • Create a pamphlet on social groups that help in decision-making. • Demonstrate integrity and honesty through interactions in class projects. • Simulate scenarios where morally correct decisions are made. • Demonstrate regional, cultural and national pride. 	
Suggested Teaching and Learning Activities	Key Skills/Values	Assessment Criteria
<p>Students will:</p> <ul style="list-style-type: none"> • Listen to and sing along with audio of the song “Ram Goat Liver” by Pluto Shervington. Have a discussion on the lyrics of the song, in which they will talk about: <ul style="list-style-type: none"> a) What was the song about? b) What happened to the goat? 	<p>National pride Moral stance Listening Singing Discussing Interpreting Making decisions</p>	<p>Students' discussion is vibrant, shows their moral stance and interpretation of the song</p>

<p>c) Do you think the man and others made a right decision to eat the goat? Why do you say so?</p> <p>d) What other decisions could they have made?</p> <p>e) If it were you, what would you have done?</p> <p>f) Do you think the man received the right consequences for the decision that he made?</p> <ul style="list-style-type: none"> Participate in an activity called "Take a Stand". A line will be drawn to divide the classroom into two parts. There will be two groups in the class; group one, the "Developers" and group two the "Environmentalists". Each group will make signs with information about a pros and cons of a particular development being undertaken. The signs will be posted on a designated wall or side of the classroom. Students will read signs posted and then take a stand on either side of the line. Students will justify the stand they are taking using evidence from the signs posted. The 	<p>Researching Analysing Decision-making Justice Responsibility Fairness</p>	<p>Discussion and signs include factual information about the decisions and actions the developers in the region have taken to enhance the economy of the country and the impact on the natural environment. Information is accurate, and analysis examines areas such as tourism, manufacturing, housing and natural resources.</p>
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<p>issues may include:</p> <p>(a) Tourism- remove wetlands and build cruise ships piers</p> <p>(b) Manufacturing - build or improve logistic ports, factories and remove natural vegetation</p> <p>(c) Mining- remove forests to mine, bauxite oil and gold</p> <p>(d) Housing -remove forests to build houses</p> <ul style="list-style-type: none"> • Participate in an activity called “Environmental Challenge”. Challenge will be sent using social media to students working in collaborative groups. Each group will receive an environmental problem affecting the Caribbean e.g. Sargassum seaweed, Sahara dust, red mud lake, oil spill. The group will be challenged to devise a strategy or strategies to deal with the environmental problem. The group will record and upload the 	<p>Respect for the opinions of others Volunteerism Cooperation Collaboration Researching</p>	<p>The strategy must clearly state how the problem will be tackled. Students must work collaboratively on the strategy/strategies. The voluntary activities must be sustained over a period of time.</p>
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<p>strategy or strategies to the social media page. Students will identify an environmental project at school or in the community and volunteer their time and energy to solving the problem.</p> <ul style="list-style-type: none"> • Discuss their intentions and actions to solve environmental problems in the Caribbean. They will identify the good actions and intentions and determine if there are any negative repercussions. • Interrogate the Jamaican proverb, “Sweet mout’ fly follow coffin go a hole”. (Flattery or encouragement to take a certain action might lead you into trouble OR someone who is looking to satisfy himself/herself, does not usually see the danger ahead) 	<p>Discussing Cooperation Reflecting</p> <p>Cultural pride Critical-thinking</p>	<p>Discussion pinpoints some tangible actions that should be pursued in the Caribbean that will not adversely affect our environment while we continue in to work at achieving developed island status, as some of the actions we take are affecting our environment negatively.</p> <p>Interrogation of the proverb indicates students’ critical thoughts on the fact that our actions often betray our intentions. Students demonstrate cultural pride in their discussion of the Jamaican proverb, through their appreciation of the dialect and what the</p>
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<p>Examine other proverbs that echo the same sentiments</p> <ul style="list-style-type: none"> • Host mock trials of individuals who have made decisions with good intentions but took the wrong actions. <p>Possible Court scenarios:.</p> <p>(a) A boy who does not understand the project from Social Studies Class. He copies the project from his older brother who got an 'A' on the same the assignment two years before.</p> <p>Have discussion about having integrity</p> <p>(b) A girl/ boy who gets a small amount of lunch money every day. One day he/she finds \$300 dollars in her class and uses it to purchase a cooked meal for the first time at school.</p> <p>Have discussion about honesty</p> <p>(c) A girl/ boy who called on friends to help him beat another student of a lower grade class, who has been bullying a relative.</p> <p>Have discussion about practicing restraint. Discuss their understanding from the given trial and note if it was fair or not fair. A simulation of a court case could be used</p>	<p>Integrity Honesty Restraint Discipline Acting/Role-playing Critical-thinking</p>	<p>proverb represents.</p> <p>Mock trials underscore the core values of integrity, honesty, restraints and discipline.</p>
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<p>to illustrate how to handle the matter.</p> <ul style="list-style-type: none"> • Discuss the quote, “Bad decisions made with good intentions, are still bad decisions” OR “Don’t be misled, bad company corrupts good character” 1 Corinthians 15 V 33 (NIV)”and apply it to the decisions that we make. Explain that no one can read our intentions, what they see are our actions. They should let their good intentions be seen in their right, moral, just and patriotic actions; these speak to their character and their integrity. • Create a concept map showing possible factors that influence wrong actions even when we have good intentions. This list could include moral stance, peer pressure, desperation • Record the performance of jingle by the group, which examines ways in which environmental problems affecting the Caribbean can be alleviated. The jingle may include how 	<p>Integrity Moral correctness Reasoning</p> <p>Concept-mapping Critical-thinking Morality Integrity</p> <p>Responsibility Discipline Order Accountability Singing Using ICT</p>	<p>Discussion of the quote allows students to share their experiences. They highlight that actions indicate integrity, moral consciousness, belief in justice and discipline</p> <p>Concept map illustrates possible factors that influence wrong actions even when we have good intentions, such as moral stance, peer pressure, desperation</p> <p>Collaborate to make informative jingle that examines ways in which they can help alleviate some of the environmental woes affecting the Caribbean, such as practicing proper waste management. Jingles</p>
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<ul style="list-style-type: none"> • Watch video of a court scene and analyze behaviours as well as identify the type of court represented in Jamaica. Discuss ways to prevent having to go to the court. • Conduct a research on Caribbean agencies that have been instituted to fight for the protection of the environment. For example, CEP and CDEMA. • . Create a pamphlet to help young people to take wise actions. Pamphlet should offer an introduction that speaks to having right intentions but making wrong decisions. It must also include the steps involved in making right decisions. • Write a reflective journal entry on making the right decision. Students are expected to reflect on concept map, mock trials, jingle and “I will fix it” pledge they created and the lessons 	<p>Analyse behaviours Discuss ideas Observe/ Listen for information</p> <p>Conducting online/offline research Regional pride</p> <p>Creativity Research Writing Integrity</p> <p>Reflective thinking</p>	<p>Analytical skills demonstrated</p> <p>Awareness of type of court and relevance to the case</p> <p>Very detailed research on Caribbean agencies that have been instituted to fight for the protection of the environment.</p> <p>Creative well-researched pamphlet that outlines the steps to help young people to make wise decisions and take wise actions</p> <p>Journal entry includes students’ thoughts and feelings about decisions they have made.</p>
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Learning Outcomes

Students will be able to:

- Demonstrate an appreciation for Jamaican culture through a variety of creative and culturally relevant activities.
- Make morally conscious decisions when presented with a moral dilemma.
- Cooperate and collaborate with each other to complete assigned tasks.
- Voice their opinions respectfully in various situations.
- Have fluent discussions on environmental problems that affect the Caribbean.
- Create an appropriate jingle on how to protect the environment.
- Correctly identify environmental protection agencies in the Caribbean.
- Devise workable strategies to protecting the environment.
- Create materials to help others to make morally sound decisions.

Points to Note	Extended Learning
<ul style="list-style-type: none"> • The Jamaican proverb “Sweet mouth’ fly follow coffin go a hole”, can be interpreted to mean that someone who is looking to satisfy himself/herself, does not usually see the danger ahead. In the context of this unit, it is understood that to get food is the good intention of the fly, nonetheless, the action of going into a hole with the coffin to suffocate and die is a wrong action. Students should therefore be encouraged to explore ways and means that offer positive results to execute their intentions. • Teacher must be cognizant of the fact that students may extend the discussion to look at various individuals in the society such as area dons, who very often through unscrupulous means, support their communities and also practice jungle justice. The matter is very sensitive and teachers who are not familiar with the operations of the community, should not venture into lengthy discussions with students. Explain to students that while these things are happening in our society, the emphasis of the unit is on the classroom setting and the decisions that they make as students. 	<ul style="list-style-type: none"> • Research on Goal # 4 of Vision 2030, Jamaica’s National Development Plan. • Using audio and visual aids, along with the performing arts, conduct a public education campaign in their school so that everyone can contribute to actualizing the goal of making Jamaica a safe and healthy place to live, work, raise families and conduct business. • Maintain a soft and/or hard copy journal of their experiences hosting the public education campaign. • Simulate court scenes using basic information about justice system and ways of upholding the law. • Collect positive quotes on spiritual virtues that are appealing and inspiring. • Organize a discussion with members of faith-based groups/communities on their contribution to the Jamaican culture and how they can be more impactful.
<p>Resources: Multimedia system and other digital devices, copies of songs,</p>	<p>Key Vocabulary: Environment, environmental agencies,</p>

list of Jamaican proverbs, podium, internet access, cartridge paper, markers, tape, and scissors.	environmental woes, pollution, mining, dredging, excavating, negative repercussions/consequences
<p>Links to other subjects: Music, Drama, English Language, Social Studies, HFLE, Mathematics, ICT.</p>	

GRADE 8, TERM 3 UNIT 3

ABOUT THE UNIT:

This unit examines the elements, principles and components of social justice. These three areas are explored through the arts and other related disciplines. Students are given the opportunity to use their gifts and talents to help self and others especially in time of crisis.

THEME: Human Rights, Civic Responsibilities and Cultural and National Stewardship.

CORE VALUES: unity, justice, fairness, dignity, self-love, participation, cultural pride/appreciation, moral stance, respect for self and others, volunteerism, cooperation, collaboration, integrity, restraint, discipline, honesty, accountability.

THE NATIONAL SYMBOLS: The National Anthem, The National Pledge, The National Song

- QUOTE:** 1. Defend the poor and fatherless: do justice to the afflicted and needy (Psalm 82 v 3)
2. Learn to do well; seek judgement, relieve the oppressed, judge the fatherless, and plead for the widow (Isaiah 1 v 17)
3. One God, One Aim, One Destiny

POSSIBLE INTERPRETATION:

One God, One Aim, One Destiny speaks to unity of people all over the world and to embrace the oneness among all humans.

POEM: “No More Smalling up of Me” by Jean Wilson



STORY: “The Eagle and the Chicken” as told by Jean Small


Prior learning

Check that students can recite:

- The National Anthem
- The National Pledge
- The National Song

UNITS OF WORK GRADE 8 TERM 3 UNIT 3 (3 Weeks)

UNIT TITLE: UNITY IN THE COMMUNITY	
<p>Attainment Target 3: Demonstrate an understanding and awareness of rights and responsibilities as citizens, and through this awareness, participate in effective leadership and governance and interact with the environment in a sustainable manner.</p> <p>THEME: Human Rights, Civic Responsibilities and Cultural and National Stewardship.</p>	<p>Objectives: By the end of the unit, students should be able to:</p> <ul style="list-style-type: none"> • Define key terms and concepts: social justice, social action, social movement, social change, social system, exploitation, abuse, oppression, discrimination, equity, empathy, awareness raising, access, social issues • Demonstrate an understanding of the principles of social justice by applying them in various situations • Demonstrate knowledge of and apply the elements of social justice through interaction with other
<p>ICT Attainment Target (s):</p> <ul style="list-style-type: none">  COMMUNICATION AND COLLABORATION - Use technology to communicate ideas, information and understandings for a variety of purposes.  DESIGNING AND PRODUCING – Use technology to design and produce multimedia presentations to demonstrate their creative thinking. 	

<p> DIGITAL CITIZENSHIP – Recognise the ethical, social and legal issues and implications related to the use of technology.</p>	<p>members of the society</p> <ul style="list-style-type: none"> • Evaluate the work of Marcus Garvey as an advocate for social justice • Act responsibly and do the right thing in time of crisis • Use a variety of methods to share information gained • Demonstrate kindness, respect, humility and equity in their interaction with others • Show care and concern for others especially the vulnerable ones in society • Participate in voluntary activity at school or in the community • Use self-inventory tool to check self-love and knowledge 	
Suggested Teaching and Learning Activities	Key Skills/Values	Assessment Criteria
<p>Students will: Read and discuss the poem “No More Smalling Up of Me” by Jean Wilson. Students will then make a journal entry about their talents, strengths, and ambitions. Students will also make a vision board using pictures, words, phrases that show what they hope to become or achieve.</p> <p>No more meekly saying 'yes' When my heart is screaming 'no'</p>	<p>Analysing Self –love/acceptance of self Reflective thinking Dignity</p>	<p>Journal entry must include at least one talent, strength and ambition.</p> <p>Vision board must include at least one picture, one word, and one phrase which show a positive self-concept and self-love.</p>

<p>No more taming of my feelings So my power won't show No more hiding my exuberance From disapproving eyes No more watering down myself So my spirit won't rise</p> <p>No more 'smalling up' of me Pretending I am not here No more running from the music And the spotlight's glare No more living in this prison Barricaded by my fears No more turning and retreating In the face of new frontiers</p> <p>Even as I am speaking I am taking shape and form Harnessing my powers Like a gathering storm There's no obstacle so bold As to dare stand in my way I am taking back my life And I am doing it today.</p> <p>Listen to the song "Wrong Address" by Etana and discuss the social issue that is highlighted in the song. Collect pictures and articles which depict instances of social injustice e.g. lack of access to equal opportunities, proper education, health</p>	<p>Conducting research Analysing Organising information Equity</p>	<p>The pictures and articles should show justice, equity, fairness and how they are achieved.</p>
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<p>care, and social amenities. The pictures and articles will be discussed and then mounted on a wall dubbed “The Wall of Social Injustice”. Students will then find pictures and articles about strategies, programmes or agencies which are in place to tackle the injustices identified. Use the pictures and articles to create the “The Wall of Social Justice”. Students will discuss the pictures and articles mounted on each wall. They can also add pictures, words and phrases from their own experiences with access to opportunities, education, health care and amenities. Students should continue to add to both walls as issues arise in their own lives or in society.</p> <p>Conduct research on the six (6) elements of social justice: 1) self-love and knowledge 2) respect for others 3) issues of social justice 4) social movement and social change 5) awareness raising 6) social action. Examine the work of Marcus Garvey through the Universal Negro Improvement Association (UNIA) and evaluate the extent to which it promoted social justice. Participate in role play to show the connection between the elements of social justice and the work of Marcus Garvey.</p>	<p>Justice Fairness</p> <p>Conducting research Diligence Patience Self-reliance</p>	<p>Students should demonstrate diligence by presenting information gathered from at least three credible and relevant sources.</p> <p>Role play must bring out the following: the importance of self-reliance and entrepreneurship, value of self, identity, importance of Africa as the motherland.</p>
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<p>Examine the following social issues and create a speech/dub poem/song/deejay to share publicly or via social media. a) violence against women b) homelessness c) depression and suicide d) trafficking of persons e) child abuse.</p> <p>Identify a legitimate social issue of that they are passionate about and write a petition to garner support for the cause. The petition should be shared on social media.</p> <p>Debate the Moot: Be it resolved that discrimination/oppression is inimical to unity in the community.</p> <p>Work in collaborative groups to create a news bulletin/poster/social media post to share with public on the importance of obeying warnings during pending danger (natural disaster, pandemic, war). Pay special attention to the four (4) components of social justice (access, equity,</p>	<p>Empathy Justice Respect Equality</p> <p>Taking social action Responsibility</p> <p>Organising information Communicating ideas Respect for others Unity</p> <p>Designing Collaboration Respect and responsibility</p>	<p>Songs may include description of the issues but must include empathy, respect, and justice for victims</p> <p>The petition should state clearly the social issue for which support is being sought and what action/s the relevant authorities are being asked to take.</p> <p>Respect must be shown for teammates and opponents and their arguments. Arguments must be sound and supported by well researched evidence.</p> <p>Bulletin/poster/social media blast should have concise information about the imminent danger. The message must encourage</p>
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<p>participation and human rights).</p> <p>Examine the national anthem, song and pledge in relation to how we should treat our fellowmen at all times, especially during difficult times. Plan and execute a voluntary programme to help those who are vulnerable or in need of help. For example those who have special needs, the elderly and those who have special health issues or challenges.</p> <p>Learn the quotes and apply them to their life to show the change needed for community and nation building.</p> <p>Read /listen/watch the story titled “The Eagle and the Chicken” as told by Dr. Jean Small. Students will discuss the story by answering the following questions: How would you feel to be taken out of your natural environment and be placed with strangers? How would you behave when you were placed among the strangers?</p>	<p>Volunteerism</p> <p>Kindness Humility Helpfulness</p> <p>Justice Self-worth Worthiness Knowledge of self</p>	<p>responsible behaviour, equitable distribution of resources, and equal access to resources.</p> <p>Voluntary service must be done for at least 10 weeks. Evidence of service is to be documented/ recorded in portfolio based on requirements for the National School Leaving Certificate (NSLC).</p> <p>Students should demonstrate kindness, humility and helpfulness in their daily interaction with other</p> <p>Discussion should point to the injustice meted out to</p>
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<p>What are some examples of people being removed from their natural environment and placed in a new environment? What were some of the things these people encountered in their new environment? How did the change in environment affect these people? What can be done now to remedy the situation?</p> <p>https://www.youtube.com/watch?v=AYVkyKToyg (36-38 min.)</p> <p>Write a reflective journal entry on self-love, respect for others, justice and equity. Students are expected to reflect on the poem, story, quotes and song. Students must also reflect on their voluntarism towards community and nation building.</p>		<p>individuals. It also must help students to see and understand their self-worth.</p>
<p>Learning Outcomes</p> <p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate self-love and knowledge of self by positive actions and attitudes towards self and others • Show by interaction with members of the school and community an understanding and appreciation for the principles of social justice • Willingly participate in voluntary programmes/activities in the school or community for an extended period • Show willingness to be self-reliant and embrace entrepreneurship through the successful execution of a 		

class project

- Given various scenarios, act responsibly and respond favourably to others in times of emergency or crisis
- Use the teachings of Marcus Garvey as a guide to self-check and direct their actions with respect to self and others

Points to Note	Extended Learning
<ul style="list-style-type: none">• Equity and equality are not the same.• Volunteerism should be meaningful and should be over a reasonable period for it to be beneficial to all parties involved.• Self-love and love for others should be emphasized• Ensure that students have a good understanding of the work of Marcus Garvey and his quest for social justice.• Consider linking concept of justice with systems or conditions of support for a just society. Consider in general how justice is encouraged at home, school, workplaces, etc• Consider linking the components of social justice with core life roles.• Promote the importance of evidence in support of claims that students make about being socially just.• Point/Reminder students of the support services available to them and advocate for the provision of services or support where/if lacking in the school context• Work closely with Culture Agents to promote a socially just school culture.• Identify students who could function as culture ambassadors and enable their access to a suitable mentor/coach	<p>Conduct research on the UNIA as it exists today. Students can find out about the activities of the branch of the UNIA that exists in Jamaica today. They may start a branch or club at their school or in their community.</p> <p>Examine the general nature of the justice system in Jamaica and use insights to create a poster on a theme that is relevant to social justice at a level of their choice - (home, the community, school, Jamaica).</p> <p>Students design a self-monitoring instrument such as a checklist or rating tool on the components of social justice. Instrument should be used for self- monitoring purposes. Self- motivational comments should be written in journal where there is evidence of observation of expected standards on their part. Encouragement notes should be</p>

<ul style="list-style-type: none"> • Promote all aspects of the environment – physical, social, ethical etc. • 	<p>written to peers, teachers, other members of school community who are seen as socially just.</p>
<p>Resources:</p> <p>Multimedia system and other digital devices, cartridge paper, scissors, tape/glue, markers</p>	<p>Key Vocabulary:</p> <p>Classism, racism, religious tolerance, social justice, volunteerism, equity, human rights, participation, access</p>
<p>Links to other subjects</p> <p>English Language, Social Studies, HFLE, ICT</p>	

Grade Nine

OVERVIEW OF THE GRADE 9 CIVICS CONTENT

<p>Exploration of Jamaica's contribution to modern society in a wide variety of disciplines.</p> <p>Collective Rights and Responsibilities "Achieving my goals, fulfilling my destiny"</p>	<p>Investigation of the connection between the symbolic representations of a positive identity and economic gains and prosperity, based on the incorporation of Jamaica's national colours into the manufacture and marketing of goods and services globally.</p> <p>Collective Rights and Responsibilities "Achieving our goals, fulfilling our destiny"</p>	<p>Examination of the work of the founding fathers of modern Jamaica: one a legal and constitutional change agent, the other the leader of the labour movement.</p> <p>Collective Rights and Responsibilities "Achieving the country's goals, fulfilling the country's destiny"</p>
<p>UNIT 1 : "EVERY MAN HAS A RIGHT TO DECIDE HIS OWN DESTINY " Bob Marley 6 weeks</p>	<p>UNIT 1: SHARING OUR SUCCESS WITH OTHERS 5 weeks</p>	<p>UNIT 1: HELP ME BIG UP JAMAICA 6 weeks</p>
<ul style="list-style-type: none"> • Define what is meant by individual identity and individual goals • CASE STUDY: DRS. ALBERT LOCKHART and MANLEY WEST for their work in creating the eye drop called Canosol and Asmasol for the treatment of asthma <li style="text-align: center;">OR • CASE STUDY: CHRIS GAYLE'S SUCCESS AS A CRICKETER ON THE WORLD STAGE • Academic and non- 	<ul style="list-style-type: none"> • Define what is meant by collective (school and community) identity and collective goals • CASE STUDY: JAMAICAN SCIENTIST DR. THOMAS PHILLIP LECKY whose discovery (cattle rearing) enhanced Jamaica's reputation <li style="text-align: center;">OR • CASE STUDY: THE JAMAICAN BOBSELD TEAM OF THE 1988 WINTER OLYMPICS. • Individual accomplishment: 	<ul style="list-style-type: none"> • Define what is meant by national identity and national goals • CASE STUDY: THE RIGHT EXCELLENT NORMAN MANLEY AND THE RIGHT EXCELLENT ALEXANDER BUSTAMANTE The relevance of Norman Manley's and Sir Alexander Bustamante's dream for Jamaica to their lives. • How has Jamaica and the rest of the Caribbean made use of the work that was started by

<p>academic success</p> <ul style="list-style-type: none"> • Channelling your talents/abilities interest • Applying and positioning one's self for success – goal oriented, diligent, determined 	<p>how it enhances the reputation of the collective</p> <ul style="list-style-type: none"> • National accomplishments: examining local businesses and their contributions to Jamaica • Ways in which we influence and are influenced by other cultures • National citizenship (loyalty to country) • Jamaica- speaking well of our achievements; acknowledging our identity as a nation state; promoting/ supporting brand Jamaica and team Jamaica 	<p>The Right Excellent Norman Manley and Sir Alexander Bustamante?</p> <ul style="list-style-type: none"> • Explore their contributions as an important aspect of the changing political landscape of Jamaica • CASE STUDY: THE JAMAICAN FLAG • The use of Jamaica's national colours and symbols in the global marketplace • How can the national colours be used to enhance cultural tourism, cultural industries and other economic developments? • The impact of the contribution made by Jamaica locally, regionally and internationally, and determine our responsibility in improving and maintaining them
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UNIT 2: I AM A VISION - ESTABLISHING MY IDENTITY 5 weeks	UNIT 2: SHARE THE VISION, REAP THE REWARDS –OUR CULTURAL IDENTITY 3 weeks	UNIT 2: “TO THE WORLD” (Usain Bolt) – LEAVING A CULTURAL LEGACY 5 weeks
<ul style="list-style-type: none"> • The use of a national identity in the global environment • Documents of national identity: 	<ul style="list-style-type: none"> • What is nation-building? Becoming a nation-builder in our community and regional contexts - Who are nation builders? 	<ul style="list-style-type: none"> • Internationally recognized for their work in awakening black consciousness. Garvey and the UNIA • The importance of their

<ul style="list-style-type: none"> ○ Birth certificate ○ Driver's license ○ Passport ○ TRN ○ National Voters ID ○ NIS card ● Documents as important tangible symbols of national identity ● Process of acquiring the protection of these identity documents ● The purpose of these documents ● Steps to replace lost/stolen documents - Implications for not securing these documents ● The work of the: RGD PICA Inland Revenue Office 	<ul style="list-style-type: none"> ● The rewards of nation-building: the rewards for nation-builders ● The challenges of nation-building ● The responsibilities of community and regional leaders in facilitating nation-building and builders ● Shaping our community and regional cultural identity through nation-builders ● CARICOM-the ideal Caribbean person ● CASE STUDY: NATION BUILDERS IN THE ARTS/SCIENCE/SPORTS/MUSIC/DANCE/FASHION/BUSINESS 	<p>work among black conscious leaders and groups – social and cultural legacy</p> <ul style="list-style-type: none"> ● Jamaica's unique national contributions (as a "brand") to global cultural diversity ● The importance of "brand Jamaica" internationally ● Student's value of their own contribution to the maintenance of brand Jamaica ● CASE STUDY: MARCUS GARVEY AND OTHERS-THE LEGACY
<p>UNIT 3: "FROM THE LOCAL I TO THE GLOBAL ME" OR WE?</p> <p style="text-align: right;">3 weeks</p>	<p>UNIT 3: "THE COMMUNITY AND I - LOCALLY AND REGIONALLY"</p> <p style="text-align: right;">3 weeks</p>	

<ul style="list-style-type: none"> • National identity in the context of international citizenship • Identification of international icons from other nations who have significantly impacted Jamaicans (appreciation of the multi-directional flow of international contributions) • Value their roles as global citizens • The role of Individuals in the context of international citizenship; impact of Jamaica's international contributions; expression of feelings about themselves as Jamaicans • The extent to which Jamaica impacts global development 	<ul style="list-style-type: none"> • Establish ways in which we can contribute to good governance in our community and region – culturally, socially • How treaties and conventions have reinforced the need to be collectively responsible for the treatment of the environment • How good citizenship enables business integrity and sustainable development • How good citizenship encourages community and regional development • How good citizenship promotes and aids in the development of openness to culture- community and region • Responsible citizens committed to social justice and peace in the community and the region • How responsible citizen can make a commitment to practice good environmental stewardship in the community 	<ul style="list-style-type: none"> • The impact of outstanding Jamaicans on global development in areas such as Medicine, Literature, Art, Music, Fashion, Sports
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GRADE 9, TERM 1 UNIT 1

ABOUT THE UNIT

This unit seeks to help students appreciate individual, community and national successes. The unit emphasises the transmission of the values associated with success. The content is not the focus of the unit, but rather the core values such as, cooperation and tolerance.

THEME: CULTURAL IDENTITY AND HERITAGE

SUB-THEME: Collective Rights and Responsibilities: *“Achieving my goals, fulfilling my destiny”*

CORE VALUES: Honesty, cooperation, citizenship, tolerance, originality, school spirit, reputation, teamwork, good work ethics.

THE NATIONAL SYMBOLS: The National Pledge

QUOTE: “Take advantage of every opportunity; where there is none, make it for yourself.” Rt. Excellent Marcus Garvey.

POSSIBLE INTERPRETATION: Seize every opportunity. Unfortunately, opportunities do not last forever; say ‘yes’ when they come around.

SONG: “Striving for Gold” - Karen Smith

UNITS OF WORK GRADE 9 TERM 1 UNIT 1 (6 Weeks)

Prior Learning

Check that students can:

- Explain the meaning of the concepts: accomplishment, talents and abilities, values of cooperation, self-love, academic, non-academic, interest, success, goal-oriented, determination, individual identity, individual goal

UNIT TITLE: "EVERY MAN HAS A RIGHT TO DECIDE HIS OWN DESTINY "

Attainment Target 1:

Demonstrate an understanding and appreciation of self, heritage and culture and how these contribute to a positive self-image and respectful interaction with others.

Theme: Cultural Identity and Heritage

Collective Rights and Responsibilities "Achieving my goals, fulfilling my destiny"


ICT Attainment Target(s)

- 🖥️ **COMMUNICATION AND COLLABORATION** - Use technology to communicate ideas, information and understandings for a variety of purposes.
- 🖥️ **DESIGNING AND PRODUCING** – Use technology to design and produce multi-media presentations to demonstrate their creative thinking.

Objectives:

By the end of the unit, students should be able to:

- Define what is meant by individual identity, individual goals, accomplishment, talents, abilities, cooperation, self-love, academic, non-academic, interest, success, goal-oriented, determination.
- Conduct case analysis on famous Jamaicans in order to chart their journey to success.
- Distinguish between academic and non-academic success.
- Show appreciation for the innate talents and skills of others through performances in drama, dance and song.
- Use a variety of creative means to portray values associated with personal successes.
- Provide evidence of steps they have taken to improve on their profile as responsible citizens.

 DIGITAL CITIZENSHIP – Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.		
Suggested Teaching and Learning Activities	Key Skills/Values	Assessment Criteria
<p>Students will:</p> <ul style="list-style-type: none"> • Create board games that utilise the key terms/ concepts associated with the topic being taught. Board game could be created to pattern Wheel of Fortune. Take turns to spin the wheel and spot the key term/concept and will be required to construct sentences. After consulting their dictionaries students could create a Pictionary using the key terms/ concepts. • In small groups examine case studies on Drs. Albert Lockhart and Manley West using guided instructions. Share group findings in the form of panel discussion. 	<p>Creating Cooperating Communicating Drawing inferences Defining terms</p> <p>Critical Thinking Analysis Communication Organization of Ideas Collaboration</p>	<p>Board game creatively developed and adequately facilitates student's definition of the key unit concepts.</p> <p>Students' ability to effectively communicate the success principles applied by both Jamaicans.</p>

<ul style="list-style-type: none"> • Write a letter to a relevant organization about Drs. Albert Lockhart and Manley West sharing the practical ways their work has inspired them in their pursuit of success in their chosen fields of endeavours. • Examine a case study on Chris Gayle's success as a cricketer on the world stage. Write an open letter to the editor thanking Chris Gayle for motivating them to achieve non-academic success. • Work independently to create videos / scrap books/ songs or poems highlighting at least three of their personal achievements - academic and non-academic. 	<p>Letter writing Motivation to succeed Communicate effectively</p> <p>Drawing inferences Observing Analysing Letter writing Motivation to succeed</p> <p>Designing Creating Reflecting Compiling Writing Critical-thinking Sense of accomplishment</p>	<p>Students identify at least one was the work of the selected person has inspired them.</p> <p>Students' ability to effectively communicate the success principles applied by Chris Gayle</p> <p>Creative piece indicates adequate level of reflection on personal achievements to date</p>
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<ul style="list-style-type: none"> Organize a non-competitive talent show. The event will showcase their talents to include dancing, singing, poetry, music and any other acceptable creative ability. The focus will be on displaying their talents and creativity. Be engaged in a follow-up discussion to answer reflective questions such as: How was your performance? What went well? What could have been better? What have you learnt about yourself and others? Create a vision board depicting each stage of their journey toward achieving personal success and the support and values needed to accomplish their success. Analyse their portfolio (journal entries or reflections and artefacts) over a specified time agreed on since commencing the course of study in the subject area – Civics. The 	<p>Critical-thinking Cooperation Respect Self-Expression Discipline Creativity Reflect on experiences Confidence</p> <p>Creativity Critical Thinking Cooperation Identifying values and attitudes Self-introspecting</p>	<p>Follow-up discussion indicates an adequate level of reflection on their performance and on their level of self-awareness.</p> <p>Vision board effectively indicates students' ability to identify the support and values they will need to achieve their goals</p> <p>Context in which the recommendation is to be used is determined, Written recommendation or audio-recorded integrates information from the portfolio analysis to</p>
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<p>analysis is to identify examples of positive changes in their profile based on given criteria/requirements of workplaces, National School Leaving Certificate Framework, National Pledge etc. Use the information to shape a draft recommendation for review by peers, parents, form teacher, subject teacher. Class discussion on the experiences, lessons learned and next steps.</p>		<p>convey evidence of change or reason given for lack of change. Sources of criteria identified, Criteria used appropriately,</p>
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Points to Note	Extended Learning
<ul style="list-style-type: none"> • Case studies must be completed by students. • Use selected ICT tools to collaborate and to communicate information. • Teacher should appraise and give feedback on all 	<ul style="list-style-type: none"> • Conduct a survey to identify outstanding citizens displaying exceptional talents and abilities in their communities and share these with their classmates. Be sure

work completed by students.

- Competence of students must be emphasized.
- Ensure that the core values and good work ethics are emphasized.
- Teacher should emphasize student-centeredness through the teaching/learning activities.
- Talents and skills that are different from the creative and performing arts are to be given equal emphasis
- Students should know that some talents may be hidden and there are ways to identify them.
- Guidance for portfolio analysis should be provided. Key words from criteria can serve as clues/prompts. A rubric may also be created by class and used as a guide for the analysis.
- Engage students in informal conversation to get honest feedback on how they are benefitting from their study of Civics in a real way.
- Identify students who require additional support or behavioural intervention and collaborate with relevant persons who will be able to help them.
- Be mindful of students with special education needs and use appropriate learning strategies – buddy system, peer mentorship/coaching, learning teams etc.

to consider individuals with special needs who have excelled. Consideration should be given to different fields of endeavour/vocation/profession.

- Watch video presentations on hidden talents and talk with peers, family members, teachers to identify hidden talent/s. Select a talent to be further developed through participation in clubs, formal school events, volunteerism etc. Use the theme: Good Stewardship to guide journal entries and the collection of artefacts to be added to a learning portfolio.
- Advertise for the identification of students who are not in leadership roles but could serve as Culture Ambassadors. Engage students in an interview session that requires portfolio display. Arrange an event for those selected to be recognized at the school/community level.

<p>Resources: Inspirational quote, YouTube videos, documentary, computer and other digital devices, construction paper, glue, markers, glitter, pictures of persons of focus.</p> <p>https://www.youtube.com/watch?v=RdZnEVkcdG0</p>	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Academic, non-academic, individual identity, individual goals, accomplishment, talents and abilities, cooperation, self-love, interest, success, goal-oriented, determination.
<p>Links to other subjects: ICT, Language Arts, Social Studies, History.</p>	

GRADE 9, TERM 1 UNIT 2

ABOUT THE UNIT

This unit will engage students in activities that will enable them to appreciate the importance of their national identity to the overall development of the country. They will examine the purposes of and the processes involved in acquiring documents which are used as symbols of national identity. The role of national organizations in managing these processes will also be highlighted.

THEME: Cultural Identity and Heritage

CORE VALUES: Cooperation, Team work, National pride, Respect, Honesty, Integrity.

THE NATIONAL SYMBOL(S): Coat of Arms

QUOTE: “If we as a people realize the greatness from which we come we will be less likely to disrespect ourselves.” Rt. Excellent Marcus Garvey.

“The black skin is not a badge of shame but a glorious symbol of greatness.” Rt. Excellent Marcus Garvey.

POSSIBLE INTERPRETATION: Knowledge of our past accomplishments and successes is important, it aids greatly in our present decision making and actions towards each other. Black people have used their natural talent and their environment in developing self and country therefore we as a people should take pride in and respect these efforts and accomplishments and strive to continue traditions. Respect for past and self, fosters and enables respect for present.

SONG: “Born to Win” by Alaine

Prior Learning

Check that students can:

- Define the term identity.
- Identify the national symbols and colours.

UNITS OF WORK GRADE 9 TERM 1 UNIT 2 (5 Weeks)

UNIT TITLE: I AM A VISION - ESTABLISHING MY IDENTITY	
<p>Attainment Target: Understand the significance of, and show respect for symbols, identity, culture and heritage.</p> <p>Theme: Cultural Identity and Heritage Collective Rights and Responsibilities “Achieving my goals, fulfilling my destiny”</p>	<p>Objectives: By the end of the unit, students should be able to:</p> <ul style="list-style-type: none"> • Define key terms and concepts: integrity, national identity, national identity document, identity theft, fraud, Taxpayer Registration Number (TRN), Passport, tangible symbols, driver's licence, immigration, citizenship. • Identify documents of national identity- birth certificate, driver's license, passport, TRN, national voters ID, NIS card. • Explain the various purposes of the documents used for national
<p>ICT Attainment Target(s)</p> <ul style="list-style-type: none"> 🖥️ COMMUNICATION AND COLLABORATION - Use technology to communicate ideas, information and understandings for a variety of purposes. 🖥️ DESIGNING AND PRODUCING – Use technology to design and produce multimedia presentations to demonstrate their creative thinking. 🖥️ DIGITAL CITIZENSHIP – Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour. 	

	<p>identity.</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the process of protecting these identification documents and the implications of not securing these documents. • Discuss the process of acquiring identification documents. • Simulate the steps to replace lost/stolen identification documents. • Justify their position regarding the reasons for respecting workers who protect the identify of citizens • Examine the work of the following entities: Registrar General Department (RGD); Passport, Immigration & Citizenship Agency (PICA); Inland Revenue Office in establishing our national identity. 	
Suggested Teaching and Learning Activities	Key Skills/Values	Assessment Criteria
<p>Students will:</p> <ul style="list-style-type: none"> • Play a game of Vocabulary Bingo where the key unit words are written on bingo cards and the words are “marked” as the definition/ explanation for each term is read aloud. Reflect on the game and record definitions of key concepts in their learning logs. 	<p>Participating Cooperating Critical Thinking Listening Writing Reading</p>	<p>Definitions entered in logs reflect accurate understanding of the key terms of the Unit.</p>

<ul style="list-style-type: none"> In groups, engage in online research to collect samples of National Identification documents to include birth certificate, driver's license, passport, TRN, National Voters ID. Collate pictures with correct labels in an e- portfolio which they will share with their teacher and peers via a shared Google Document folder. 	<p>Observing Identifying documents Creating e-portfolio Using ICT tools Researching information</p>	<p>E- Portfolios indicate students' ability to accurately identify national identification documents.</p>
<ul style="list-style-type: none"> Research and extend their e- portfolios with an explanation on the purpose/use of each identification document. 	<p>Researching Organizing Cooperating Good work ethics Creating manual Integrity</p>	<p>E- Portfolios extended to include adequate explanation of the uses of the identification documents.</p>
<ul style="list-style-type: none"> Work in collaborative groups to create a short video to highlight the purposes of national identity documents that are acceptable in the global market. 	<p>Collaborating Creating</p>	<p>Videos effectively highlight possible uses of identity documents in the global market.</p>
<ul style="list-style-type: none"> Work in small groups to create a short manual to explain ways of protecting national identity documents. Plan and execute a Question- 	<p>Researching Organizing Collaborating</p>	<p>Manual (booklet) reflect effective protective measures. Question and</p>

<p>and-Answer session on the implication of not of protecting one's identity.</p> <ul style="list-style-type: none"> Organize a mini Information Fair, with information booths around the acquisition, care, replacement and use of identification documents. The role of various organizations in establishing and safeguarding our national identity should be included, for example, the Jamaica Constabulary Force (JCF), PICA, RGD, and IRD/TAJ. Creatively present the relevant information to the school population. This could be done for assemble display or during a lunch break. 	<p>Good work ethics Honesty/Integrity Researching</p> <p>Organizing Cooperating Good work ethics Creating manual Integrity Creativity Social awareness Sense of belonging</p>	<p>answer sessions indicate adequate research on the importance of identity protection.</p> <p>Information Fair adequately indicates students' research on how to acquire, care for, replace and use national identification documents.</p>
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Learning Outcomes

Students will be able to:

- Describe at least two uses of each identification document.
- Outline the process involved in obtaining at least two identification documents.
- Explain at least three ways by which identification documents can be protected.
- State two purposes of national identification documents.
- Discuss the steps in replacing national identification documents.
- Explain at least three implications of not securing national identification documents.
- Describe the work of the agencies that deal with national identification documents.
- Provide examples of their observation of personal integrity in various core life roles .

- Give examples of Government Ministries/Organizations that require the use of a national identification document.
- Demonstrate respectful behaviour when faced with challenges or seek help from relevant persons
- Practise affirming behaviours as one of the ways of showing appreciation.

Points to Note	Extended Learning
<ul style="list-style-type: none"> • Unit quote must be incorporated in all lessons. • Teacher must be reminded that the focus is on the identity of the Jamaican National and our national identification symbols • Ensure that the core values are emphasised. • Ensure that the teaching/learning activities are student-centred. • Teacher must ensure that adequate resources are used. • Protection of identity document should include precautions against disasters such as hurricane, fire and flood. • Securing identity documents includes, but is not limited to: identity theft, piracy and fraud. • Students may be taken on field trips or have representatives from the national agencies serve as resource persons • Allow students to collect specimen documents. • Make use of project-based activities. STEM/STEAM projects serve as means for the application of competencies (skills, values, knowledge) • Validate students' contribution and observation of standards or requirements of tasks. 	<ul style="list-style-type: none"> • Establish social media groups to regularly share information on national agencies and their purpose. • Make journal entries on actions taken to ensure the safe keeping of documents. • Students organize a webinar on a relevant theme concerned with protection of identify and keeping safe in the virtual space. • Critical analysis or survey Facebook posts, WhatsApp messages/Use of Instagram etc to ascertain or confirm responsible behaviours in relation to safety, the protection of identify etc.
<p>Resources: Resource persons, brochures from the national agencies: PICA, RGD, Inland Revenue Office; computer and other digital devices,</p>	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Integrity, national identity, national identity documents, identity

video, sample of symbols, cartridge paper, markers, glue/tape.	theft/fraud, Taxpayer Registration Number (TRN), passport, tangible symbols, driver's licence, Immigration, citizenship
Links to other subjects: Social Studies, Language Arts, Creative Arts, Drama, ICT.	

GRADE 9, TERM 1 UNIT 3

ABOUT THE UNIT

In this unit, students will be engaged in activities that will help them to become aware of the impact of Jamaica and its citizens on the global community.

THEME: Cultural Identity and Heritage

CORE VALUES: national pride/patriotism, creativity, responsibility, cooperation, digital ethics/responsibility, appreciation, compassion/empathy, respect, discipline, valuing the opinions of others, tolerance.

THE NATIONAL SYMBOL(S): The Jamaican Flag

QUOTE: “Up you mighty race. You can accomplish what you will.” Rt. Excellent Marcus Garvey.

POSSIBLE INTERPRETATION: Believe in yourself and remain committed to the pursuit of excellence.

SONG: “I Know Who I Am” Sinach

Prior Learning

Check that students can:

- Define the term national identity.
- Identify international icons.

UNITS OF WORK GRADE 9 TERM 1 UNIT 3 (4 Weeks)**UNIT TITLE: “FROM THE LOCAL I TO THE GLOBAL ME OR WE”****Attainment Target 1:**




Demonstrate an understanding and appreciation of self, heritage and culture and how these contribute to a positive self-image and respectful interaction with others.

**Theme: Cultural Identity and Heritage
Collective Rights and Responsibilities “Achieving my goals, fulfilling my destiny”.**

Objectives:

By the end of the unit, students should be able to:

- Formulate the definitions for key terms and concepts: global development, international icons, international citizenship, identity, multi-directional flow, citizenship, dual citizenship, global community, Jamaican culture.
- Discuss the role of national identity in the context of international citizenship.

ICT Attainment Target(s)  COMMUNICATION AND COLLABORATION - Use technology to communicate ideas, information and understandings for a variety of purposes.  DESIGNING AND PRODUCING – Use technology to design and produce multimedia presentations to demonstrate their creative thinking.  DIGITAL CITIZENSHIP – Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.		<ul style="list-style-type: none"> • Identify and emulate international icons who have positively impacted Jamaicans. • Critique the ways in which Jamaicans and Jamaican culture have been impacting global development. • Assess the role of individuals in the context of international citizenship. • Collaboratively plan an event to celebrate and promote a type of heritage they currently admire.
Suggested Teaching and Learning Activities	Key Skills/Values	Assessment Criteria
Students will: <ul style="list-style-type: none"> • Work in groups to create graphic organizers to define the key concepts in the Unit. • Work in small groups to brainstorm and record the common elements which characterise the Jamaican national identity. Do online/ offline research to 	Research Organizing ideas Critical-thinking Responsibility Cooperation Good work ethics Collaborate Brainstorm information Research information Create documentary Use ICT tools Responsibility	Graphic organizers effectively used to present accurate meaning for each concept. Students demonstrate an understanding of the concepts Jamaican identity and international / global citizen. Documentary indicates adequate level of research and an

<p>understand the characteristics of a global/ international citizen. Make a short documentary on a Jamaican who has gained recognition as global citizen.</p> <ul style="list-style-type: none"> • Create an album or a picture collage of international icons who have impacted Jamaica's culture. • Choose four members of the class to form a panel whose discussion will focus on the topic "The impact of Jamaicans and Jamaican culture on global development." (Students should be encouraged to use evidence from a broad range of fields including Business, Science, Language, Arts, Sports etc.) 	<p>National pride Diligence Discipline</p> <p>Creating Organizing Global citizenship Appreciation</p> <p>Researching Discussing Respecting the opinions of others Cooperation Discipline Responsibility</p>	<p>understanding of the values required to achieve excellence in any given field.</p> <p>Albums or picture collages constitute accurate information about the icon and their impact on Jamaica.</p> <p>Panel discussion indicates adequate understanding of the impact Jamaicans have made on the global arena.</p>
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<ul style="list-style-type: none"> Identify a problem situation that requires greater recognition of a type of heritage. Using a STEM/STEAM Project Approach, teams present a proposal to justify the need to celebrate/promote an aspect of this type of heritage. With guidance, plans are made and approved before being implemented. <p>NB: This may be class/grade/school level task</p>		<p>Meaning of heritage is clear. Evidence of awareness of types of heritage (National, Cultural, Indigenous, Family) Relevance of problem for a STEM/STEAM project, proposal indicates problem, why it should be addressed, how and expected outcome, budget is included along with roles of group members, request for approval of plans submitted and feedback provided to planners.</p>
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<p>Learning Outcomes</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> State two aspects of the Jamaican culture that have impacted the international scene. Write one paragraph describing the impact of two aspects of the Jamaican culture on the world. Describe the work of at least five Jamaicans who have impacted the world globally. Analyse the impact of these individuals by creating a documentary. Assess the impact of international icons on Jamaicans. List the features of international citizenship. Describe the characteristics of the ideal international citizen. 	
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Points to Note	Extended Learning
<ul style="list-style-type: none"> Students should use a variety of sources to research information. Students should recognize that persons can be 	<p>Students will create a blog where they will facilitate a discussion about preparing to be a global citizen. The blog should treat with how an individual can</p>

<p>international as well as local citizens.</p> <ul style="list-style-type: none"> • Teacher should ensure that students understand the concepts of identity and citizenship. • Teacher should emphasize the key values, and ensure that the skills are developed through the activities. 	<p>overcome personal crisis/ challenges to achieving one's goals.</p>
<p>Resources: Scissors, construction paper, glue/tape, markers, computer and other electronic and digital devices.</p>	<p>Key Vocabulary: Global development, international icons, international citizenship, identity, citizenship, dual citizenship, national identity and global community, Jamaican culture</p>
<p>Links to other subjects: Social Studies, History, ICT, Drama, Language Arts, Visual Arts, Music.</p>	

GRADE 9, TERM 2 UNIT 1

ABOUT THE UNIT

In this unit, students will develop an awareness of Jamaica's role in global cultural affairs. They will develop an appreciation for the contributions of nation builders and devise ways of making their contributions to nation-building.

THEME: Collective Rights and Responsibilities: "Achieving our goals, fulfilling our destiny"

CORE VALUES: Appreciation, cooperation, diversity, teamwork, national pride, discipline, success, allegiance.

THE NATIONAL SYMBOL(S): The National Pledge, The National Anthem

Quote: "Be as proud of your race today as our fathers were in the days of yore. We have a beautiful history, and we shall create another in the future that will astonish the world." Rt. Excellent Marcus Garvey.

POSSIBLE INTERPRETATION: Celebrate the successes of fellow Jamaicans and make choices that will one day make others proud of your actions.

Song: "FI Wi Island a Boom" - Stanley Beckford

Prior Learning

Check that students can:

- Define the following terms: diversity, global, brand Jamaica, discipline, cooperation, loyalty, team Jamaica, heritage, culture, globalization

UNITS OF WORK GRADE 9 TERM 2 UNIT 1 (5 Weeks)

UNIT TOPIC: SHARING OUR SUCCESS WITH OTHERS




Attainment Target 1:

Demonstrate an understanding and appreciation of self, heritage and culture and how these contribute to positive a self- image and respectful interaction with others.

Theme: Collective Rights and Responsibilities:

“Achieving our goals, fulfilling our destiny”

ICT Attainment Target(s)

-  **COMMUNICATION AND COLLABORATION** - Use technology to communicate ideas, information and understandings for a variety of purposes.
-  **DESIGNING AND PRODUCING** – Use technology to design and produce multimedia presentations to demonstrate their creative thinking.
-  **DIGITAL CITIZENSHIP** – Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology

Objectives:

By the end of the unit, students should be able to:

- Define key terms and concepts: culture, diversity, global, accomplishment, school citizenship, identity, brand Jamaica, Team Jamaica, collective (school and community) identity and collective goals, allegiance.
- Conduct case analysis on famous Jamaicans whose success has enhanced Jamaica’s reputation.
- Suggest ways in which individual accomplishment enhances the reputation of the nation.
- Cite examples of how Jamaicans influence other cultures and are influenced by others.
- Participate in and reflect on an activity that promotes loyalty to school.
- Participate in and reflect on an activity that

and practice online safety and ethical behaviour.	promotes allegiance to the country.	
	<ul style="list-style-type: none"> • Demonstrate an appreciation for their roles as global citizen. 	
Suggested Teaching and Learning Activities	Key Skills/Values	Assessment Criteria
<p>Students will:</p> <ul style="list-style-type: none"> • Research and use key concepts to create a Civics dictionary using formulated definitions and illustrations • In small groups explore, with guided instructions, case studies of Dr. Thomas Lecky and Jamaica's 1988 Bobsled team. Share in a panel discussion dubbed "Fi Wi Island a Boom", how the successes of these individuals have enhanced Jamaica's reputation. • Conduct an interview with Jamaicans who have achieved outstanding results in their field of endeavour. Questions to be asked include; what strategy/strategies did you use to achieve your success? Present findings in class. 	<p>Organizing Sequencing Interpreting Good work ethics Responsibility</p> <p>Critical-Thinking Cooperation Respect Self-Expression Discipline Creativity</p> <p>Critical Thinking Interviewing Analysing Communicating</p>	<p>Civics Dictionary reflects adequate understanding of the key terms used in the Unit.</p> <p>Panel discussions adequately indicate students' understanding of the ways an individual can contribute to improving Jamaica's reputation.</p> <p>Discussion indicates that students have gleaned sufficient strategies from the interviews which can be applied to facilitate their own success.</p>

<ul style="list-style-type: none"> • Create posters, emblems, and banners to support your school at a rally, sporting event, graduation/ prize giving ceremony, competition or other chosen event. Write a journal entry outlining the positive values your school team would have demonstrated in preparing for the school event. Reflect on how these values can help to achieve success in their own endeavours. • Collaborate with parents and other external stakeholders to create an 'Allegiance to Jamaica Exposition" showcasing-Jamaica's achievements in entertainment, sports and academics as well as promoting brand Jamaica and team Jamaica. Host exposition on Jamaica Day. Be sure to include teams like the Special Olympics Team. 	<p>Good work ethics Organizing Planning Responsibility Participation Discipline Reflecting</p> <p>Planning Organizing Loyalty Team-work Researching Cooperation Creativity</p>	<p>Students' reflective journal entry indicates sufficient understanding of the values/ mind-set required for success.</p> <p>Adequate display of the applicable life skills such as organizational strategies; exposition showcases the national theme for Jamaica Day.</p>
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<p>Learning Outcomes</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Define and share information on at least three key concepts - culture, diversity, global, Team Jamaica. • Show appreciation for the importance of team Jamaica internationally. • Exhibit behaviours that demonstrate potential value to the maintenance of brand Jamaica. • Demonstrate ways in which they can show loyalty to school. • Exhibit behaviours that demonstrate potential value to the maintenance of allegiance to country. 		

Points to Note	Extended Learning
<ul style="list-style-type: none"> • The Unit's quote must be incorporated in all lessons. • Teacher must be reminded that the focus is not on the student's own achievement but on how their achievement can encourage others to promote allegiance to school and country. • Ensure that the core values are emphasised. • Ensure that the teaching/learning activities are student-centred. • Teacher must ensure that adequate resources are used. • Orientation of students in terms of observing expectations should be guided by the activities and related assessment criteria • Tracking students' development of values/virtues is to be substantiated with evidence. Portfolios are practical, reflective, creative and purposeful tools 	<p>Create a vision board of the journey they would like to take to become a successful global citizen.</p> <p>Analyse Jamaica's National Vision Statement and their profile. Use information to plan the way forward</p> <p>Explore emerging careers/occupations in light of their interest and the requirements for working in the area virtually or locally with potential to have global reach.</p>

<p>for maintaining records of evidence</p> <ul style="list-style-type: none"> • Encourage critical reflection as an individual and community process to bring positive change • Prepare students for uncertainty in terms of their personal vision, while encouraging them to be optimistic and committed to doing their part. • Vocational Learning is to be considered as a part of the STEM/STEAM integration. • Students with special needs should be adequately accommodated based on the inclusive pathways approach adopted by the school. • 	
<p>Resources: Electronic media and other digital devices, video, Internet sources, Case Study, construction paper, glue/tape, scissors, markers. www.youtube/watchjnhvism Vision 2030 Jamaica National Development Plan.</p>	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Culture, diversity, global, accomplishment, school citizenship, identity, brand Jamaica, Team Jamaica, collective (school and community) identity and collective goals, allegiance.
<p>Links to other subjects: ICT, English Language, Music/Drama, Social Studies, History.</p>	

GRADE 9, TERM 2 UNIT 2

ABOUT THE UNIT

In this unit, students will develop awareness and appreciation for the contributions of nation builders and devise ways of making their contributions to nation-building.

THEME: Collective Rights and Responsibilities: *“Achieving our Goals, Fulfilling our Destiny”*

CORE VALUES: Appreciation, cooperation, diversity, teamwork, national pride, discipline, success.

THE NATIONAL SYMBOL(S): National Motto

QUOTE: “Be as proud of your race today as our fathers were in the days of yore. We have a beautiful history, and we shall create another in the future that will astonish the world.” Rt. Excellent Marcus Garvey.

POSSIBLE INTERPRETATION: Celebrate the successes of fellow Jamaicans and make choices that will one day make others proud of your actions.

Song: “**National Anthem**” by Hon. Phillip Sherlock & Hon. Robert Lightbourne
“**Sweet Jamaica**” by Eric Donaldson

Prior Learning

Check that students can:

- Recall those who have helped to build our nation spiritually, historically, culturally, socially, educationally, economically, legally and politically.

UNITS OF WORK GRADE 9 TERM 2 UNIT 2 (3 Weeks)

UNIT TITLE: SHARE THE VISION, REAP THE REWARDS - OUR CULTURAL IDENTITY	
<p>Attainment Target 2: Understand the significance of nation-building and show respect for those who facilitate it.</p> <p>Theme: Collective Rights and Responsibilities: “Achieving our Goals, Fulfilling our Destiny”</p>	<p>Objectives: By the end of the unit, students will be able to:</p> <ul style="list-style-type: none">• Define key terms and concepts: nation-building, nation-builders, regional leaders, ideal Caribbean person, CARICOM• Generate a list of behaviours that are considered respectful.• Discuss ways in which individuals can become nation-builders in their communities and regions.• Conduct research on famous Jamaican nation-builders.• Examine the impact of nation-building.• Outline potential challenges to nation-
<p>ICT Attainment Target (s)</p> <ul style="list-style-type: none">🖥️ COMMUNICATION AND COLLABORATION - Use technology to communicate ideas, information and understandings for a variety of purposes.🖥️ DESIGNING AND PRODUCING – Use technology to design and produce multimedia presentations to demonstrate their creative thinking.🖥️ DIGITAL CITIZENSHIP – Recognise the ethical, social and legal issues and implications related to the use of technology.	

	<p>building and ways these challenges may be overcome.</p> <ul style="list-style-type: none"> • Demonstrate examples of the responsibilities of community and regional leaders in facilitating nation-building and builders. • Explain ways in which our community and regional cultural identity can be shaped through nation-builders in CARICOM. 	
Suggested Teaching and Learning Activities	Key Skills/Values	Assessment Criteria
<p>Students will:</p> <ul style="list-style-type: none"> • Be placed into “word wizard” groups. Each student is responsible for learning three new words that is related to nation building. Each “word wizard” will be instructed to write the definition of the word in their own words as well as illustrate an object that depicts the word. After completing the task, the “word wizard” will return to their group to share with others what was gleaned. In groups, will discuss and document an agreed definition for each word. Share definitions and 	<p>Collaborate Research information Define words/ concepts Discipline Good work ethics Cooperation Share information</p>	<p>Accurate definitions of unit terms/ concepts provided.</p>

<p>receive feedback on the meaning of the terms.</p> <ul style="list-style-type: none"> In small groups be given instructional materials with case analysis. Each group will focus on a different arena of nation- building- music/arts/science /sports/fashion/ dance. Discuss the contribution of the various nation-builders and make a log of the values they would have employed to achieve success. <p>OR</p> <p>Create a display board with the pictures of their favourite nation-builder/s and his/her area of specialization. Each group will make a presentation, via song or poetry, on the nation-builder and his/ her contribution to nation building. Include ways in</p>	<p>Explore case study Discuss information Draw inferences Log information Good work ethics Discipline Cooperation Collaboration</p> <p>Observe/ listen for information Draw inferences Answer questions Reflect on experiences Collaborate Simulate situations Solve problems Discipline Plan for success</p>	<p>Discussion and logs provide adequate indication of student's awareness of specified nation-builders and the values which would have contributed to their success.</p> <p>Responses to questions and simulation exercise indicate students' awareness of the challenges faced by nation-builders. A satisfactory level of personal reflection and application of solutions to personal challenges are evident.</p>
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<p>which they can emulate the nation-builder they selected.</p> <ul style="list-style-type: none"> • Write a letter to the editor of a local newspaper inspiring more community, national and regional leaders to play a more integral role in facilitating nation- building (Letters should speak to the impact of nation- building). • View excerpts from the biographical video of two famous nation- builders. Make note of any challenges faced by these nation-builders. Respond to a number of focus questions: for example, <ul style="list-style-type: none"> *What are some of the challenges the nation-builders faced? *Have you experienced similar challenges in your life? *What are some of the ways 	<p>Write letter Research Summarize information Civic pride</p> <p>Observe/ listen for information Draw inferences Answer questions Reflect on experiences Collaborate Simulate situations Solve problems Discipline Plan for success</p>	<p>Letters demonstrate satisfactory understanding of the role leaders should play in nation- building.</p> <p>Responses to questions and simulation exercise indicate students' awareness of the challenges faced by nation-builders. A satisfactory level of personal reflection and application of solutions to personal challenges are evident.</p>
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<p>these challenges could be alleviated? *Be placed in small groups to simulate some of the challenging situations nation builders may experience in helping to build this nation. *Challenges such as but not limited to: political, emotional, social, financial. Simulate other challenges they may experience in trying to achieve success. *Examine possible problem-solving strategies to overcome some of the challenges highlighted.</p> <ul style="list-style-type: none"> • Invite community nation-builder(s) to make a presentation to the class on how our cultural identity can be shaped through the work of nation-builders. Summarise the presentation and make journal entries of the most impactful part of the presentation. • Write stories about themselves as potential 	<p>Listen for information Write invitation letters/emails Think critically Make journal entry Summarise information Self- awareness Identity</p> <p>Write stories Reflect on experiences/ values/</p>	<p>Summaries and journal entries indicate adequate understanding of the diverse ways nation- builders can impact cultural identity.</p> <p>Story telling genre/technique identified, personal aspect</p>
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<p>nation builders pulling on experiences, beliefs, understanding of concepts, values. Products are reviewed with intent to publish.</p> <p>•</p>	<p>beliefs Self- awareness</p>	<p>included, experiences, beliefs, concepts and values appropriately integrated, Criteria of quality for publishing generated and used.</p>
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Learning Outcomes

- Define key terms and concepts: nation-building, nation-builders, regional leaders, ideal Caribbean person, CARICOM.
- Expound on the meaning of the term “nation-building”.
- State ways in which individuals can become nation-builders in their communities and regions.
- Outline the various kinds of challenges of nation-building.
- Recognize the responsibilities of community and regional leaders in facilitating nation-building and builders.
- Describe ways in which our community and regional cultural identity can be shaped through nation-builders in CARICOM
- Critique personal behaviours associated with respect
- Demonstrate writing process using storytelling rules/techniques.

Points to Note	Extended Learning
<ul style="list-style-type: none"> • The Unit's quote must be incorporated in all lessons. • Ensure that the core values are emphasised. • Ensure that the teaching/learning activities are student-centred– opportunities provided for students to make choices, recommend changes, lead on activities, follow their interests, play their part in creating an inclusive environment etc. 	<ul style="list-style-type: none"> • Use the school/ class social media site/ page to regularly share information on nation-builders, their impact and responsibilities. • Examine STEM/STEAM projects as ways of contributing to nation building. Focus is given to: <ul style="list-style-type: none"> ○ Entrepreneurship

<ul style="list-style-type: none"> • Teacher must ensure that adequate resources are used. • Teacher must be reminded that the focus is not on the nation-builders, but instead, on their contributions to their nation. • Teacher ought to help students identify nation-builders in a variety of disciplines such as Sports, Art, Music, Dance. • Teacher should help the students to become sensitized about the role CARICOM and the value of being an ideal Caribbean citizen. 	<ul style="list-style-type: none"> ○ Safety & Security ○ Entertainment ○ Communication Technology ○ Leadership
<p>Resources: Resource persons, computer and other digital devices, video, sample of symbols, cartridge paper, markers, glue/tape.</p>	<p>Key Vocabulary: Nation-building, nation-builders, regional leaders, ideal Caribbean person, CARICOM</p>
<p>Links to other subjects: Social Studies, Language Arts, Creative Arts, Drama, ICT.</p>	

GRADE 9, TERM 2 UNIT 3

ABOUT THE UNIT

This unit will allow the students to develop an understanding of good governance and citizenship. They should become aware of, and appreciate that everyone is responsible for the environment and its sustainability. The students will examine Jamaica's approach to collective responsibility, social justice and peace, as well as establish ways in which they can begin to contribute to good governance in their schools, communities and region.

THEME: The Community and I – Locally and Regionally

CORE VALUES: care/concern/empathy/ compassion, collective responsibility, cooperation/collaboration, unity, volunteerism, commitment, respect, discipline, participation, civic duty, national and regional pride, cleanliness, integrity and peace.

THE NATIONAL SYMBOL(S): National Tree, National Flower, National Pledge

QUOTE: "The greatest threat to our planet is the belief that someone else will save it" Robert Swan

POSSIBLE INTERPRETATION: It is the responsibility of individuals to care for the environment as we depend on it for survival.

SONG: "Equal Rights" - Peter Tosh
"Dem a Pollute" - Stanley and the Astronauts

Prior Learning

Check that students can:

- Explain the terms: environment, sustainability, collective responsibility and justice.
- Identify countries in the Caribbean.
- Describe some characteristics of effective/"good" leadership
- Give examples of rights and related responsibilities

UNITS OF WORK GRADE 9 TERM 2 UNIT 3 (3 Weeks)**UNIT TITLE: UNIT 3: "THE COMMUNITY AND I- LOCALLY AND REGIONALLY"****Attainment Target 3:**

Demonstrate an understanding and awareness of social justice and responsibilities as citizens, and through this awareness, encourage governance that will bring about peace and sustainability for the environment and those who are a part of it.

Theme: Collective Rights and Responsibilities:
"Achieving our Goals, Fulfilling our Destiny"

Objectives:

By the end of the unit, students should be able to:

- Explain key terms and concepts: good governance, international treaties, conventions and agreement, sustainability, environmental, collective responsibility, regional development, openness to culture, good citizenship, social justice, peace, environmental sustainability, environmental

<p>ICT Attainment Target(s):</p> <ul style="list-style-type: none"> 🖨 COMMUNICATION AND COLLABORATION - Use technology to communicate ideas, information and understandings for a variety of purposes. 🖨 DESIGNING AND PRODUCING – Use technology to design and produce multimedia presentations to demonstrate their creative thinking. 🖨 DIGITAL CITIZENSHIP – Recognise the ethical, social and legal issues and implications related to the use of technology. 	<p>stewardship, responsibility, global community.</p> <ul style="list-style-type: none"> • Outline the ways in which we can contribute to good governance in our community and region. • Explain how treaties, conventions and agreements have emphasised the need to be collectively responsible for the condition of the environment and for taking care of it. • Critically examine messages in signature song, inspirational quote and interpretation in relation to the social environment. • Outline the impact of good citizenship on community and regional development. • Explore the work of Jamaicans/ organizations who have committed themselves to social justice and peace in the community and the region. • Investigate practical ways they can practise good environmental stewardship in their school and community. 	
Suggested Teaching and Learning Activities	Key Skills/Values	Assessment/ Criteria
<p>Students will:</p> <ul style="list-style-type: none"> • Work in groups to create graphical presentations (posters, mind maps, and comics) to convey/illustrate the meaning of the key concepts in the Unit. 	<p>Work collaboratively Create graphic organizers Summarise information Define concepts</p> <p>Research</p>	<p>Graphical presentations reflect accurate meanings of Unit concepts</p> <p>Role plays effectively convey a variety of ways</p>

<ul style="list-style-type: none"> • Work in small groups using online/offline sources to brainstorm and make notes on the characteristics of good governance. Analyse case studies of an organization which practices good governance and one which does not. Make note of differences and discuss with peers. Reflect on and role play ways in which they can contribute to good governance in their schools, communities and the region. 	<p>Brainstorm information Think critically Communicate ideas Analyse case studies Reflect Role play scenarios Discipline Integrity Act responsibly Cooperate Good work ethics</p>	<p>students can contribute to good governance.</p>
<ul style="list-style-type: none"> • Work in collaborative groups using online sources to create a list of regional agreements on environmental issues. Assess the treaties and conventions for their applicability to the Caribbean region and share with peers the main benefits to be garnered from these agreements. 	<p>Collaborate Research Share information Responsibility Discipline Integrity Cooperation Unity</p>	<p>Students' discussions indicate adequate understanding of the role played by regional agreements in helping us care for the environment</p>
<ul style="list-style-type: none"> • Go on a virtual tour/ field trip to the Dispute Resolution Foundation (DRF) or to the Restorative Justice Unit in the Ministry of Justice or to the offices of the Peace Management Initiative (PMI). Conduct a series of interviews, collect brochures and pamphlets; view online/video/DVD as well as live presentations of 	<p>Work collaboratively Use ICT tools Research Critical thinking Share information Unity National/ Regional</p>	<p>Reflective journals are effectively used to convey an understanding of the role played by various organizations in promoting peace and</p>

<p>peace management initiatives and social justice being demonstrated. Upon their return to class share the information gleaned via reflective journals. Include in reflective pieces their own plan of action to promote peace and justice in their school.</p> <ul style="list-style-type: none"> • Research the different ways citizens of Jamaica can practise good environmental stewardship in their school and community. Information will be presented in the form of a “Good Stewardship” brochure. • Design board games on one or more of the principles of social justice that are evident/ignored in a selected context – education, health, religious, family etc. They play game, reflect on the experience and make recommendations on ways of promoting social justice. Students may also collaborate to write cases on social justice and exchange with each other. Responses to the cases are shared and discussed. 	<p>pride Care</p> <p>Research Draw inferences Make journal entries Cooperation Volunteerism Care Civic duty Integrity</p> <p>Design games Social justice Work collaboratively Reflect on experiences</p>	<p>social justice.</p> <p>Information included in the brochure is relevant and practical.</p> <p>Game addresses at least one principle of social justice. Context selected and behaviours or situation is clear and relevant, rules of game are clear and followed during play. Reflection entails assessment of self and peers using examples to support observations/experience. Cases are relevant,</p>
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<ul style="list-style-type: none"> • Make art memorabilia (book markers, badges etc.) to promote social justice in relation to types of occupations, persons with disabilities, poverty, race/ethnicity etc. Decision regarding use of memorabilia is made by class through negotiation and voting. • Use a Resource & Technology project in collaborative groups to explore “Good Stewardship” and to provide evidence of participation/contribution based on given criteria. 	<p>Creativity Design memorabilia Social justice</p> <p>Work collaboratively Use Resource & Technology skills</p>	<p>shows awareness of principles of social justice considered.</p> <p>Content of memorabilia is relevant, shows understanding, is positive, points to a particular issue. Design shows creative thinking. Fairness, participation, accommodation of diverse views are considered in making decision.</p> <p>Project is based on one area of R&T ensuring diversity of choice. Contribution of group members supported with evidence and is relevant to criteria given.</p>
<p>Learning Outcomes</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Give examples of international treaties and agreements governing the environment. • Express appreciation for Jamaica’s participation in the international treaties / agreements. • Share their views on the global impact of good citizenship. • Discuss Jamaica’s ability to respond to critical issues of the environment. • Describe personal behaviours and those of others that are consistent with principles of social justice 		

- Work collaboratively on assigned tasks and according to expected core values/civic virtues

Points to Note	Extended Learning
<ul style="list-style-type: none"> • Students are to be guided in completing activities. • Assist students in developing the skills indicated. • Emphasize the core values. • Teacher should help the students become sensitized about issues affecting the environment, and develop an awareness that they have a collective responsibility to take care of the environment. • The link between behaviours and the different aspects of the environment should be made using different strategies. • The principles of social justice should also be simplified and linked to various issues, for example, gender, occupational stereotypes, access to health etc. • Students should critically examine Jamaica's willingness and responsibility to uphold social justice and peace amongst its people. • Promote the use of games to provide experiences and for application of principles. Debriefing as a post-game activity should be encouraged for students to speak about and use concepts appropriately. • Make connections to ICT Attainment Targets for students to be mindful of their importance and transfer the required competencies. • STEM/STEAM integration should entail observation of appropriate values and attitudes and not just technical competencies. 	<ul style="list-style-type: none"> • Develop a plan to educate members of the public on policing noise, air and land pollution in their community. • Lobby members of parliament and local government councillors to ensure that social justice is placed on their agenda for community development. • Identify a group that needs assistance and plan ways of helping with the guidance of relevant leaders of the school community.

<p>Resources: Computer and other technological devices, online /offline Sources. Field trips and/or Case Studies https://www.youtube.com/watch?v=2ZiniYmhJbO https://www.youtube.com/channel/UCZUQdVgEFCS0UkKSc0sSLlw. https://www.youtube.com/watch?v=WQpc5GyGybU ODPEM website CEDEMA website</p>	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Good governance, international treaties, conventions and agreement, sustainability, environmental, collective responsibility, regional development, good citizenship, social justice and peace, environmental sustainability, environmental stewardship, responsibility, global community
<p>Links to other subjects: Language Arts, Social Studies, ICT, Geography and Environmental Studies, Political Science (Government and Politics).</p>	

GRADE 9, TERM 3 UNIT 1

ABOUT THIS UNIT

This unit focuses on the contributions of The Right Excellent Sir Alexander Bustamante and The Right Excellent Norman Manley to Jamaica's national development. Students will be engaged in activities that will help them to appreciate the contributions of the National Heroes and Heroine, and devise strategies to preserve their legacies. It will also concentrate on how national colours and symbols can be used to promote national development.

THEME: Collective Rights and Responsibilities: *“Achieving the country’s goals, fulfilling the country’s destiny”*

CORE VALUES: Cooperation, integrity, forgiveness, motivation, fair play, cooperation, gender equality, political integrity/fair elections, negotiating for workers, inspiration, forgiveness, effective leadership

THE NATIONAL SYMBOLS: Jamaican Flag and national colours

QUOTE: “Any realistic vision of change must be based on the notion of empowerment of people” Michael Manley.

POSSIBLE INTERPRETATION: The spirit, dream and effort of individuals within a country facilitate and bring about positive change and development in all areas. Therefore, leaders should always seek to motivate and inspire their people to believe in self, and work towards the upliftment of self and country.


SONG: “Jamaica United - Rise Up!” - [Theme Song for 1998 World Cup]
“Help Me Big Up Jamaica” - Tony Rebel



Prior Learning

Check that students can:

- Identify the National Heroes and Heroine.
- Know the contributions made by the National Heroes and Heroine to the development of Jamaica.
- Recall what each colour of the flag represents.
- Express ideas fluently.

UNITS OF WORK GRADE 9 TERM 3 UNIT 1 (6 Weeks)

UNIT TITLE: HELP ME 'BIG UP' JAMAICA	
<p>Attainment Target 3: Demonstrate an understanding and awareness of rights and responsibilities as citizens, and through this awareness, participate in effective leadership and governance, and interact with the environment in a sustainable manner.</p> <p>Theme: Collective Rights and Responsibilities: <i>“Achieving the country’s goals, fulfilling the country’s destiny”</i></p>	<p>Objectives: By the end of the unit, students should be able to:</p> <ul style="list-style-type: none">• Define key terms and concepts: labour movement, Caribbean, political landscape, national colours and symbols, cultural tourism, cultural industries, economic development, global market place, nationhood, Jamaica’s symbols and colours, heroes and heroine, advocacy, citizenship.• Explore the contributions of Jamaica’s
<p>ICT Attainment Target(s)  COMMUNICATION AND COLLABORATION - Use technology to communicate ideas, information and</p>	

<p>understandings for a variety of purposes.</p> <ul style="list-style-type: none">  DESIGNING AND PRODUCING – Use technology to design and produce multimedia presentations to demonstrate their creative thinking.  DIGITAL CITIZENSHIP – Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour. 	<p>national heroes to national development.</p> <ul style="list-style-type: none"> • Discuss ways in which the work of our national heroes remains relevant today. • Explore facts about the Jamaican Flag as a national symbol. • Examine the use of Jamaica's national colours and symbols in the global marketplace. • Assess the impact of the contribution made by Jamaica locally, regionally and internationally, and determine our responsibility in improving and maintaining them. 	
Suggested Teaching and Learning Activities	Key Skills/Values	Assessment Criteria
<p>Students will:</p> <ul style="list-style-type: none"> • Work in groups to create a glossary where the key terms used in the Unit are defined. • In small groups explore given case studies and guiding questions on the Right Excellent Norman Manley and the Right Excellent Alexander Bustamante. Share their findings in a creative format. 	<p>Research Organizing ideas Critical-thinking Cooperating Good work ethics</p> <p>Work collaboratively Read for information Answer questions Creativity Organizing Critical-thinking National pride</p>	<p>Glossary conveys accurate meaning of key concepts and meaning.</p> <p>Creative pieces should highlight the impact of the specified national hero on Jamaica's national development. The current relevance of their</p>

<ul style="list-style-type: none"> View video presentations acquired from Jamaica Information Service (JIS) and the Institute of Jamaica (IOJ) on the Rt. Excellencies Sir Norman Manley and Sir Alexander Bustamante. Focus on the early life and dreams of both heroes. Focus their attention on the social, economic and political work of both heroes. Document on given worksheets, the contribution of both heroes to the development of the Caribbean region and how Jamaica and other countries in Caribbean have made use of their work. Also document on their worksheet how the contributions of both heroes have enhanced the changing political landscape of Jamaica. Create a dialogue about the Jamaican Flag. The conversation should include the symbolic representation of the colours and shape of the flag as well as its significance to nationhood. In groups of two role play their conversations 	<p>Respect Good work ethics</p> <p>View/ Listen for information Critical-thinking Analyse information Answer questions Respect for the work of our National Heroes Good work ethics Appreciation Effective leadership</p> <p>Research Self-expression Critical thinking Respect for group members Cooperate with team member Discipline Responsibility Creativity</p>	<p>work should be included.</p> <p>Information provided on the worksheet indicates an understanding of the political, social and economic contributions of the two heroes and the far-reaching impact of their achievements.</p> <p>Dialogue should reflect accurate facts concerning the symbolic representation of the national flag and the protocols surrounding its use.</p>
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<ul style="list-style-type: none"> Working in small groups pretend to be the Minister of Tourism and his team participating in a special planning meeting. Create a vision board with strategies Jamaica can employ in using the colours of the Jamaican flag to: <ul style="list-style-type: none"> -market the country - enhance cultural tourism, cultural industries - facilitate other economic development Work in groups to conduct a “Think Tank” session. Gather and discuss information on the impact of the contributions made by Jamaica locally, regionally and internationally, and determine their responsibility in improving and maintaining them. Use the information to create a scrapbook. 	Organizing ideas Dramatization Planning Cooperating Creating Civic pride Research Discuss information Critical-thinking Organize information Analyse Reflect Respect for group members Cooperating Discipline	Vision board reflects creative and realistic strategies which could be employed in promoting the colours of the Jamaican in the global marketplace. Scrapbook accurately depicts Jamaica’s main contributions locally and internationally. Reflection on their role in sustaining the country’s achievement is evident.
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Learning Outcomes
Students will be able to:

- State five contributions of the National Heroes and Heroine.
- Explain at least two ways that Norman Manley and Sir Alexander Bustamante have impacted their lives.
- Demonstrate two wholesome qualities of either Norman Manley or Alexander Bustamante.
- Value the contributions of Norman Manley and Bustamante to nationhood.
- Highlight three (3) dominant characteristic using the colours of the flag.

<ul style="list-style-type: none"> • Show respect for the views of others. • Develop an appreciation for team work. • Show awareness of the contributions Jamaica has made locally and regionally through fair play, cooperation, gender equality in politics, political tolerance, integrity/fair elections, and negotiating for workers. 	
Points to Note	Extended Learning
<ul style="list-style-type: none"> • Values and attitudes such as cooperation, tolerance, forgiveness should be emphasized. • Keen attention should be given to the development of skills. • Allow the students to view videos on the contributions of the heroes. • Engage the students in discussion on the contributions of the Heroes and Heroine. • Encourage the students to reflect on how they are contributing to the development of Jamaica. 	<ul style="list-style-type: none"> • Interview elderly members of the community about their views on Norman Manley and Sir Alexander Bustamante. • Create a chart to be mounted in the classroom on the 'dos' and 'don'ts' for the use of the Jamaican flag.
Resources: https://www.youtube.com/watch?v=WdlxS08fg3I https://www.youtube.com/watch?v=1FzGptO-B54	Key Vocabulary: <ul style="list-style-type: none"> • Development, contribution, welfare, labour movement, Caribbean, political landscape, national colours and symbols, cultural tourism, cultural industries, economic development, global market place, nationhood, Jamaica's symbols and colours, heroes and heroine, advocacy, citizenship.
Links to other subjects: Social Studies, History, Language Arts, HFLE, Religious Education, ICT.	

GRADE 9, TERM 3 UNIT 2

ABOUT THE UNIT

This unit seeks to enable the students to develop an awareness of the responsibilities of leaders-such as the Right Excellent Marcus Garvey and others- as well as the local, national and international issues that impacted them and that they impacted. Students will be engaged in activities that will allow them to identify and emphasize the challenges that are encountered in nation-building as well as the internal and external challenges to wholesome leadership.

THEME: Collective Rights and Responsibilities: *“Achieving the country's goals, fulfilling the country's destiny*

CORE VALUES: Leadership, national pride, responsibility, cooperation, good work ethics, decision-making, respect for others, participating, motivation, inspiration, discipline.

THE NATIONAL SYMBOL(S): Jamaican Flag and National Pledge

QUOTE: “A leader is one who knows the way, shows the way and goes the way....” John C. Maxwell.

POSSIBLE INTERPRETATION: The spirit, drive, dream and effort of individuals within a country facilitate positive change and aids in development in all areas. Therefore, leaders should make every effort to motivate and inspire their people to believe in self and nation.

SONG: “You can get it if you really want”- Jimmy Cliff.


Prior Learning

Check that students:

- Explain who is a leader and the roles of a leader.
- Tell the difference between leading and governing
- Identify behaviours that portray positive self-image

UNITS OF WORK GRADE 9 TERM 3 UNIT 2 (5 Weeks)

UNIT TITLE: "TO THE WORLD" (Usain Bolt)- LEAVING A CULTURAL LEGACY	
<p>Attainment Target 3: Demonstrate an understanding and awareness of responsibilities as citizens, and through this awareness, participate in effective leadership and self-governance and help to build brand Jamaica in a sustainable manner.</p> <p>Theme: Collective Rights and Responsibilities: "Achieving the country's goals, fulfilling the country's destiny"</p>	<p>Objectives: By the end of the unit, students should be able to:</p> <ul style="list-style-type: none">• Define key terms and concepts: culture, diversity, legacy, global, brand Jamaica, black consciousness, national and civic pride, nation-building, Garveyism, globalization, advocacy, UNIA.• Conduct case analysis on case study of the Rt. Excellent Marcus Garvey and others contributors to our legacy.• Develop an awareness of Jamaica's unique national contributions to global cultural diversity.
<p>ICT Attainment Target(s)</p> <ul style="list-style-type: none">🖥️ COMMUNICATION AND COLLABORATION - Use technology to communicate ideas, information and understandings for a variety of purposes.🖥️ DESIGNING AND PRODUCING - Use technology to design and produce multimedia presentations to demonstrate their creative thinking.	

<p> DIGITAL CITIZENSHIP – Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practise online safety and ethical behaviour.</p>	<ul style="list-style-type: none"> • Assess the importance of safeguarding brand Jamaica internationally. • Appreciate the potential value of our own contribution to the maintenance of brand Jamaica. • Explain the impact of outstanding Jamaicans on global development in areas such as Medicine, Literature, Art, Music, Fashion, Sports, Entrepreneurship etc. 	
Suggested Teaching and Learning Activities	Key Skills/Values	Assessment Criteria
<p>Students will:</p> <ul style="list-style-type: none"> • Be given word cards with key terms and asked to vet the terms and think about other words that come to mind. Use the words they produce to create definitions for the original words on the cards. Match these definitions against those found online or given by the teacher. • In small groups explore case studies of Garvey and other black Pan-African and Civil Rights leaders and activists (e.g. Martin Luther King Jr., Malcolm X, Rosa Parks, 	<p>Critical thinking Brainstorm Comparison Research</p> <p>Work collaboratively Analyse information Summarise information Respect for others Appreciation for the work of the</p>	<p>Accurate definitions of key terms in the Unit provided.</p> <p>Letters effectively used to reflect an understanding of the contributions made by the chosen leader.</p>

<p>John Lewis, W.B. Du-Bois and Julius Nyerere). Write a letter to the editor of a local newspaper highlighting the impact made by one of the characters studied.</p> <ul style="list-style-type: none"> • Conduct research on the work of Marcus Garvey by analysing examples of Garvey's work in developing black awareness and consciousness among black people. Present their findings citing examples in class discussions. • Create a blog entitled "Did you know?" Each group will focus on different aspects of Garvey's work that lend itself to the emergence of black consciousness. Role-play the various scenarios from their research. Collaborate to design and graphically display a Story Board showing Garvey's work and his active involvement in the UNIA. • Plan and execute a class/ school activity highlighting the importance of brand Jamaica, for example Career Day, Labour Day 	<p>leaders Critical-thinking Write letters</p> <p>Team work Participation Critical Thinking Respect for classmates Role-playing</p> <p>Creating a blog Writing Communicating National pride Inspiration</p> <p>Planning class/ school activity Use ICT tools Research information</p>	<p>Class discussion, role-play and blogs indicate adequate understanding of the legacy of Marcus Garvey</p> <p>Blog meets the agreed criteria; Garvey's highlighted in a creative way on the storyboard,</p> <p>Display captures the theme "Brand Jamaica".</p>
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<p>school activity. Capture pictures/ video of the event and use them to create a public service video encouraging Jamaicans to protect our brand locally and internationally.</p> <ul style="list-style-type: none"> Engage in a Think-Write-Pair- Share activity where they brainstorm individually and write freely about what they think are the advantages of maintaining a positive brand Jamaica image. Share drafts with a writing partner and discuss and refine ideas. Share refined ideas with the class. Work individually to write journal entries for presentation, or compile a series of testimonials about the potential value of their own contribution to the maintenance of brand Jamaica. 	<p>Brainstorm ideas Write freely Edit/ Revise Share information Inspiration National pride Respect</p> <p>Think critically Reflect on experiences Share information Research National pride Leadership Decision- making Appreciation</p>	<p>The written product from the Think-Write-Pair- Share activity indicates that students understand the importance of safeguarding brand Jamaica and that they understand their roles in preserving the same</p> <p>Students' reflective pieces indicate their appreciation for their role in preserving the country's legacy.</p>
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<ul style="list-style-type: none"> • In groups, complete a panorama depicting the impact of outstanding Jamaican leaders on global development in areas such as Medicine, Literature, Art, Music, Fashion, Sports, Entrepreneurship/ Business. Include pictures and brief texts in the panorama. Share with class and mount as display for other members of the school to benefit. • Research emerging careers/occupations for the future and some related skills and attitudes for success based on cases about outstanding Jamaican. • Prepare a resume using a given template that requires information on the contributions made to the school community and/or at the national level. Reflection on process and effort to provide credible information. 	<p>Collaborate Research Summarise Creativity Share information Participation Respect for classmates Leadership Appreciate contribution of others National pride</p> <p>Research Attributes for success</p> <p>Write resume Reflect on self Self-awareness</p>	<p>Creativity and accuracy of content in conveying the relevant information through the required form.</p> <p>Evidence of the use of research skills, new careers/occupations identified attitudes/character traits for success linked to the outstanding Jamaican leaders</p> <p>Suitable resume format selected, all relevant aspects of resume appropriately completed. Reflection: self-assessment that indicates areas of strengths/limitations, actions required to improve profile etc.</p>
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Learning Outcomes

Students will be able to:

- Use online and offline sources to define concepts such as: culture, diversity, legacy, global, brand Jamaica, black consciousness, national and civic pride, nation-building, Garveyism, globalization, advocacy, UNIA.
- Show appreciation for the importance of brand Jamaica internationally.
- Exhibit behaviours that demonstrate potential value to the maintenance of brand Jamaica and an understanding of their role in safeguarding Jamaica's legacy.
- Display an awareness of Garveyism as a philosophy.
- Use electronic media to research the role of the U.N.I.A. and Liberty Hall in the development of Garveyism.
- Show an appreciation for other Jamaican leaders who have contributed to building Jamaica's legacy in a variety of fields.
- Critically reflect on their profile based on their use of a resume template

Points to Note	Extended Learning
<ul style="list-style-type: none"> • Ensure that the core values are emphasised. • Ensure that the teaching/learning activities are student-centred. • Allow students to identify a number of cultural items which can be considered as a part of brand Jamaica. • Utilize newspaper articles and the internet as sources of information bearing in mind the relevant ICT Attainment Targets. • Ensure that preparation for career/occupation/further study is linked to relevant activities. STEM/STEAM careers/occupations to be considered as a part of the future plans. • Place emphasis on students' contribution to the image of Jamaica globally. • Help students to be responsible in voicing concerns/perturbations due to the potential positive effects. • Place emphasis on intrinsic motivation by validating and affirming students' contribution and exemplary conduct • Provide feedback that shows progress and actions that can lead to further development • Guide students to connect experiences from empowering Form Time and club activities to their studies. • Engage the support of Guidance Counsellors, Form Teachers, Culture Agents, Club leaders etc. as advisors/mentors/coaches. 	<ul style="list-style-type: none"> • Interview leaders in your community such as the pastor, Justice of the Peace, President of the Citizen Association, President of the Youth Club and your Principal about some of the challenges they encounter as a leader. Share findings with classmates and recommend steps that can be taken by students to influence effective leadership. • Examine requirements of the NSLC that they have met and make improvements to their portfolio based on feedback from review that is guided by a rubric. • Revisit and modify a life symbol or personal profile to be included in a showcase portfolio • Request recommendations from teachers or a leader and note their response. If successful, or not, next steps is determined and shared with an accountability partner • Make journal entries in response to questions: Who am I now? How do others see me? How am I contributing

	<p>to a positive image of my family, school and Jamaica on a whole? How do I see myself in light of the theme of the Unit? What will be my area of specialization when I transition to the Grade 10 level?</p>
<p>Resources: Online and offline sources, computer and other digital devices, video clip.</p>	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Culture, diversity, legacy, global, brand Jamaica, black consciousness, national pride, civic pride, nation-building, Garveyism, globalization, advocacy, UNIA.
<p>Links to other subjects: Language Arts, Visual Arts, Religious Education, Drama, ICT, Social Studies, Political Science.</p>	

APPENDICES

THE 5E MODEL

What is a 5E Learning Cycle?

This model describes an approach for facilitating learning that can be used for entire programmes, specific units and individual lessons. The NSC supports the 5E constructivist learning cycle, as it places emphasis on the processes that may be used to help students to be personally involved in the learning situation as they are guided to build their own understandings from experiences and new ideas.

The 5E Instructional Model



Figure 1. A version of the 5E model that conveys the role of evaluation as an interconnecting process that is at the core of the learning experience. Source <http://sciencetg.blogspot.com/>



Figure 2. The cyclical perspective of the model with each process being given similar emphasis in contributing to the learning experience on a whole. Source Texas Computer Education Association (TCEA)

The Instructional Model

What are the 5Es?

The 5Es represent five key interrelated processes that provide the kind of learning experiences for learners to experience the curriculum or planned learning episodes: **Engage**, **Explore**, **Explain**, **Extend** (or **Elaborate**), and **Evaluate**.

ENGAGE: The purpose of the **ENGAGEMENT** dimension is to help students to be ready intellectually, socially, emotionally etc. for the session. Attention is given to the students' interests and to getting them personally involved in the lesson, while pre-assessing prior understandings, attitudes and/or skills. During the experience, students first encounter and identify the instructional task and their roles and responsibilities. During the **ENGAGEMENT activity**, students make connections between past and present learning experiences, setting the organizational groundwork for upcoming activities. The engagement activity may be used to (a) help student unearth prior knowledge (b) arouse their curiosity (c) encourage students to ask questions as a sign that they have wonderments or are puzzled.

EXPLORE: The purpose of the **EXPLORATION** dimension is to get students involved in solving a real problem that is based on a selected context. **EXPLORATION** provides them with a chance to build their own understanding of the phenomenon being investigated and the attitude and skills involved for arriving at a workable solution. In **exploring** the students have the opportunity to get directly involved with the phenomenon and materials. As they work together in learning teams or independently, the need to share and communicate becomes necessary from the experiences. The teacher functions as a facilitator, providing materials, guarding against obstacles to learning and guiding the students to operate based on agreements. The students become inquirers and co-owners of the learning process. In exploring, they also ask questions, formulate hypothesis, search for answers or information/data, reflect with others, test their own predictions and draw conclusions.

EXPLAIN: The purpose of the **EXPLANATORY dimension** is to provide students with an opportunity to assess their thinking and to use intellectual standards as critical thinkers to communicate their perspectives and/or the meaning of the experiences. They rely on communication tools and their skills as Language users to: (a) organize their thoughts so that they are clear, relevant, significant, fair, accurate etc. (b) validate or affirm others (c) self-motivate. Reflection also occurs during the process and may cause students to adjust their perspective or justify their claims and summarise the lessons being learned. Providing explanations contributes to vocabulary building and self-corrective actions to deal with misconceptions that they become aware of from feedback of their peers and/or their facilitator.

EXTEND: The purpose of this dimension is to allow students to use their new knowledge and continue to explore its significance and implications. Students work independently or with others to expand on the concepts and principles they have learned, make connections to other related concepts and principles within and/or across disciplines, and apply their understandings in new ways to unfamiliar situations.

EVALUATE: The purpose of the **EVALUATION** dimension is for both students and facilitator to determine progress being made or the extent to which learning has taken place based on the stated objectives or emergent objectives. **EVALUATION** is treated primarily as an on-going diagnostic and developmental process that allows the learner to become aware of gaps to be treated and progress made from their efforts to acquire the

competencies that were the focus of the session. Examples of competencies include understanding of concepts, principles and processes and demonstrating various skills. Evaluation and assessment can occur at different points during the learning episode. Some of the tools that assist in this diagnostic and formative process include rubrics, teacher observation log, self-inventories, peer critique, student interviews, reflective presentations, displays/expositions, portfolios, performances, project and problem-based learning products. Analysis of reflections, video recordings are useful in helping students to determine the depth of their thinking and understanding and the objectives they have or have not achieved.

Who developed the 5E model?

In 1987, the Biological Science Curriculum Study (BSCS), a team led by Principal Investigator Roger Bybee, developed the instructional model for constructivism, called the "Five Es".

The Link between the 5E model and Types of Learning Activities

The five (5) types of Learning Activities purported by Yelon (1996) can be integrated with the 5E's so as to enrich the teaching and learning process. He noted that every instructional plan should include the following learning activities

1. Motivation Activities: Intended to help learners to be ready for the session
2. Orientation Activities: Inform students of their roles and responsibilities based the purpose or objectives of a learning episode.
3. Information Activities: Allow students to manipulate current knowledge, access/retrieve and generate new ideas
4. Application Activities: Allow for the use of knowledge and skills in novel situations
5. Evaluation Activities: Allow for reflection, corrective actions and sourcing of evidence to confirm/refute claims about learning.
- 6.

These activities can be planned to serve one of the purposes of each dimension of the 5E model. For example, ENGAGEMENT may be comprised a Motivation Activity and an Orientation Activity. EXPLORATION and EXPLANATION require an Information Activity, while EXTEND requires an Application Activity. EVALUATION requires the kind of activity that will contribute to the collection of data for assessing and arriving at a conclusion about performance based on stated or expected purpose for which learning is being facilitated.

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